

COLLEGE AND UNIVERSITY

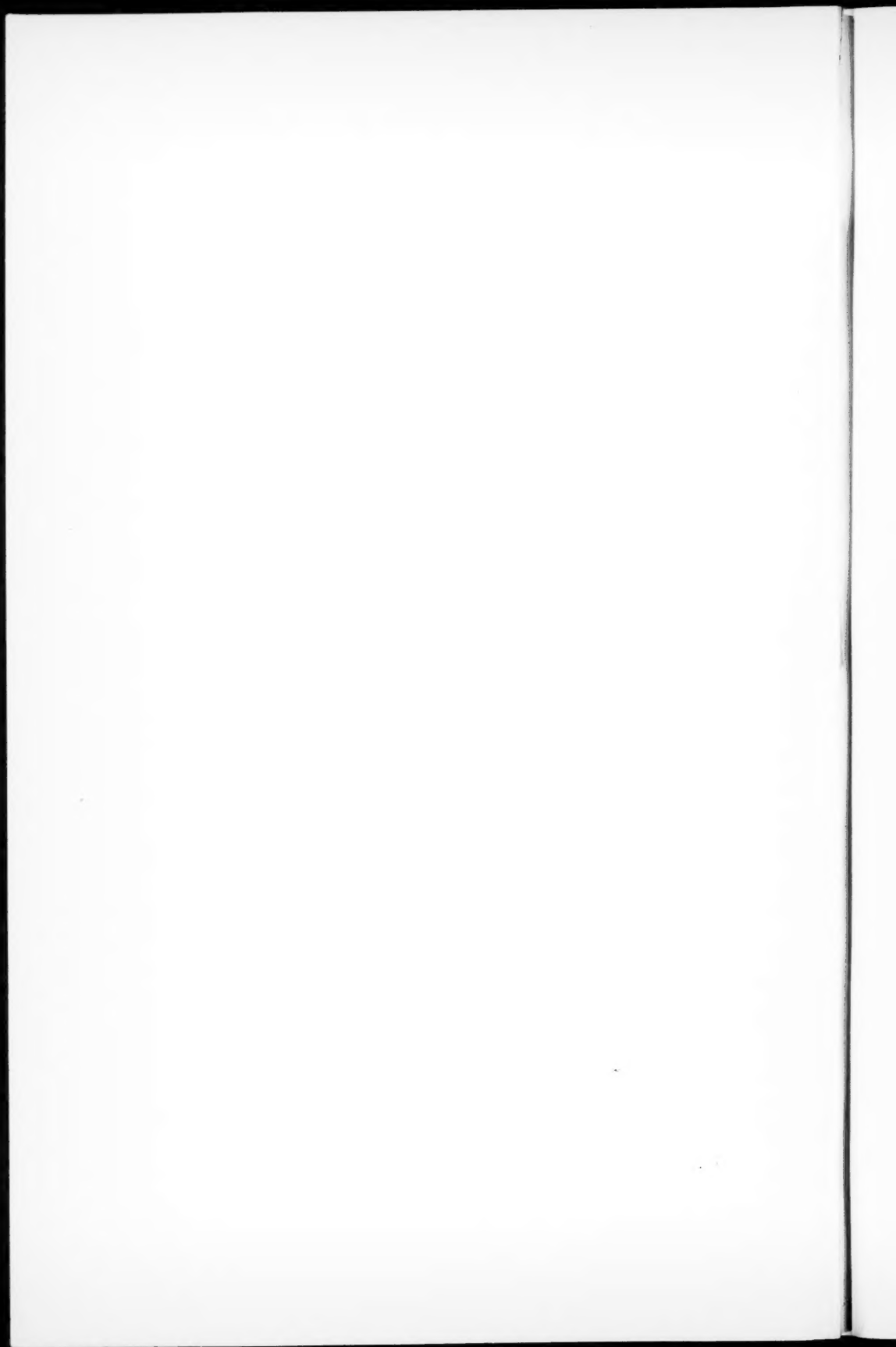
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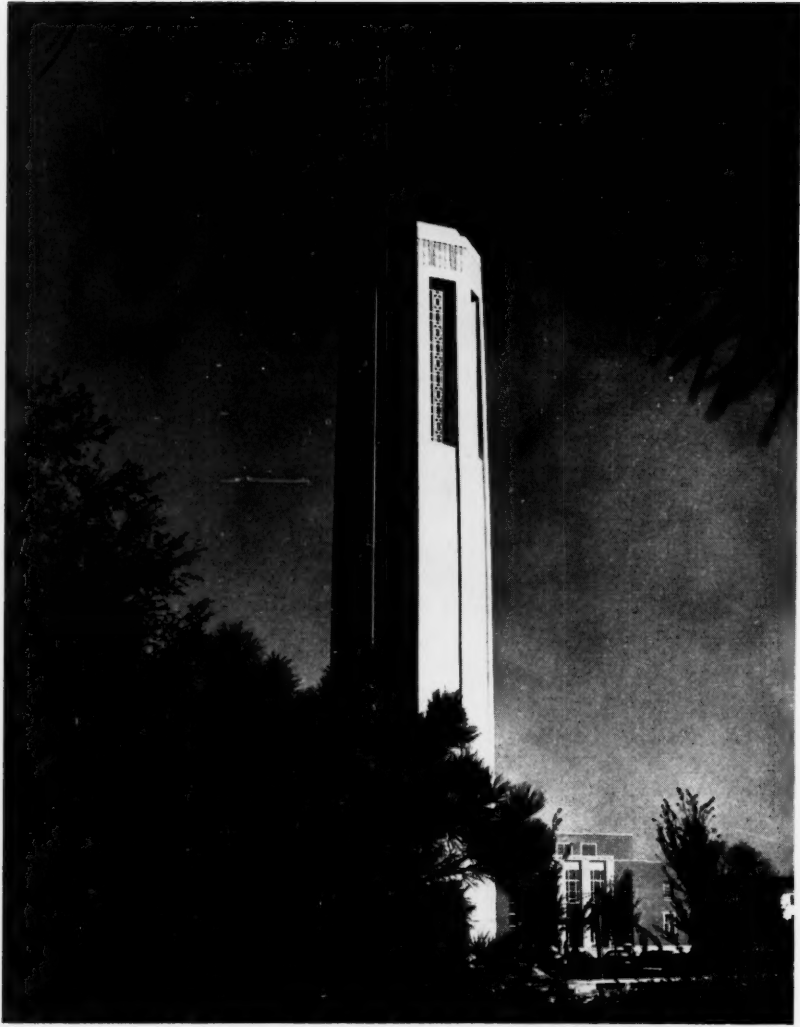
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THE RALPH MUELLER TOWER, rising 84 feet over the campus of the University of Nebraska, was dedicated in 1949. It is the gift of Ralph S. Mueller, class of 1898, founder and president of the Mueller Electric Company of Cleveland, Ohio, made through the University of Nebraska Foundation.

The Tower, built of Indiana limestone, was designed by George Kuska, Jr., while he was a student in the University. It won a competition held in an advanced design class in the Department of Architecture. Mr. Kuska, who graduated in 1948, is now a practicing architect in Salinas, California.

The Mueller Tower houses a set of carillon bells, of the sort developed some years ago by George J. Schulmerich, head of Schulmerich Electronic Inc., of Sellersville, Pennsylvania. The carillon bells consist of small metal rods, of about the diameter of a lead pencil, varying in length from 12 to 20 inches. Struck by small, electronically-operated hammers, the rods set up vibrations which duplicate those of traditional cast bells. The vibrations are transmitted electrically to vacuum tubes, and through the assistance of electronic circuits develop a volume and tone quality equivalent to those of bells.

The carillon bells weigh about 200 pounds, whereas traditional bells might weigh from 50,000 to 60,000 pounds. The set can be operated either manually or automatically. Although it is possible to produce amplification that makes the music audible for 15 miles, the bells are so operated as to be heard only throughout the campus.



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Form and Direction of Growth in American Higher Education

FRANK H. BOWLES

I

OUR TOPIC is the predicted form and direction of growth of the American system of higher education. We bring to the discussion of this topic one fact and a good deal of experience.

The fact is that there has been during the last fifteen years a tremendous growth in the population of the nation. To be precise about it, this growth has produced 18-year age groups of 2,300,000 for 1955; 2,800,000 for 1960; 3,600,000 for 1965; and 3,700,000 for 1970. This, I emphasize, is a fact, because all of these individuals are now on earth and have been counted, perhaps not with complete accuracy, but at any rate counted.

The experience is that college enrollments increase when population increases. This has been the case, and we may assume it will continue to be, but since we do not know the coefficient of increase we cannot cite firm statistics. But we do know that college entrants in 1953 were 572,000 and in 1954 were 581,000, and we have reason to predict that they will number 600,000 next fall.

During the eighteen months since this topic first came under discussion, we have been building up a structure of assumption relating to the results of the increase in and growth of college population, which can be stated as follows:

1. That enrollments in institutions of higher education will increase in proportion to the size of the age group;
2. That virtually every institution of higher education in the nation will have an unlimited supply of applicants from which to pick and choose;
3. That this constantly increasing pressure will bear equally on every part of our entire structure of higher education;
4. That enrollments will be limited only by facilities, equipment, and faculty;
5. That the enlarged student bodies will choose programs of study in about the same ratio as students are now choosing programs;
6. That these students will be prepared for college in the same patterns and to the same extent that students are now prepared;
7. That the mean ability levels of these student bodies will be equal or superior to the mean ability levels of present student bodies.

These assumptions add up to the belief that the increased demand for higher education will change the size of our system, but will not affect materially its form or structure, in other words that we will keep on doing what we are now doing, but that it will be on a larger scale. My thesis is that these assumptions do not supply a firm basis for planning and that we will be on much safer ground if we anticipate that both the size and the structure of our system will be altered, that we must in the next twenty years expect to change the form of many of our present institutions, must develop some completely new institutions, and perhaps must cease operating some of our existing institutions.

II

I feel that the assumptions that I have alluded to are inadequate because we have failed to account for the wide fluctuations in the growth of American higher education, shown by the history of the past eighty years, and that we have failed to consider that the factors which contributed to these fluctuations are now present in our society and will probably result in similar wide fluctuations in the growth of higher education over the next twenty years. In other words, I believe that what we assumed to be *the* law regarding the growth of colleges in relation to population increase is in fact only one of two laws regarding the growth of colleges.

To make my point clear, let me state both of the laws that I have in mind: The first law is that colleges grow in relation to population

increase. The second law is that in addition to growing in relation to population increase, college enrollments grow in response to the current needs and demands of society.

These laws derive naturally from the operation of society. The simplest form of organized society has need for only three kinds of educated men—priests, chiefs, and witch doctors. If within this simple organization the population increases there will a proportionate need for increase in the number of these leaders; and so long as this society remains stable and structured in that pattern, the ratio will hold constant, at least until a witch-doctors' association is organized. But if the society becomes complex and needs specialists such as soldiers, engineers, and scribes, the number of educated men will have to increase in proportion to the population.

This is exactly what has happened in America.

The statistics on which I base my remarks are figures showing population growth and numbers of college graduates during the period 1870 to 1950.

In the first half of this period—that is, from 1870 to 1910—our population grew from 40 million to 92 million, or 130 per cent, while the number of college graduates increased from 9,300 to 34,200, or 260 per cent.

In the second half of this period—that is, from 1910 to 1950—the population rose from 92 million to 151 million, or 65 per cent, while the numbers of college graduates increased from 34,200 to 434,000. Since the latter figure is skewed by veteran enrollment, we can correct it conservatively to 260,000. This leaves us with an increase of 660 per cent in the number of college graduates.

To recapitulate these figures, we have one forty-year period during which population increased by 130 per cent, while college graduations increased by 260 per cent, followed by another forty-year period during which population increased by only 65 per cent, while college graduations increased by a whopping 660 per cent.

You will note that during the period 1870 to 1910, the increase in college enrollment was directly related to the growth of the population. A one-to-one correspondence between the two factors accounts for half of the growth of the college population, leaving half to be accounted for by social change. During the second forty years, there was no discernible relationship between population growth and college enrollments, for a one-to-one correspondence between the two

factors would have accounted for only one-tenth of the change in the size of the college population. We cannot, therefore, rely on population figures in predicting the increases in demands for education since, as I have already pointed out, population is of itself only a contributing factor and not a determinant. Therefore, in order to make our predictions as to the form and structure of American higher education, we must examine the changes in the form and structure of our society and consider the effect those changes had on our educational structure. Once we have done this, we are in a position to undertake some predictions as to the form and structure of that society over the next twenty years.

If we apply this method to the figures I have just quoted and go back in American history to 1870, we find a society much more firmly structured than our society is today, at least as to its leadership. President Butler once remarked that the two great nineteenth century professions in America were the law and the ministry. Had he added medicine as a third, he could have stated with complete accuracy that the task of our nineteenth century colleges was the production of men for these three professions.

This is not conjecture. It is provable by facts adduced by Dael Wolfe in his book on *America's Resources of Specialized Talent*, wherein he shows that during the decade 1901 to 1910 eighty-five per cent of all who received either bachelor's degrees or first professional degrees were in the liberal arts, the health fields, or law, with only 5 per cent in engineering and 10 per cent in all other fields in which degrees were offered.

But while it is true that this period in American history was one wherein no great changes in society actually took place, it is also true that it was a period during which great changes were in the making. The country was making the transition from an economy based on manpower applied to agriculture and limited industry to an economy based on the power of steam, electricity, and the internal combustion engine applied to the exploitation of raw materials and their manufacture into marketable products. This was a technological revolution which produced great social changes such as the beginnings of the great American fortunes, agrarian unrest—which was actually a form of counterrevolution, and the beginnings of the formation of labor unions, which were in effect the first step toward achieving a wider distribution of the profits of these great developments. As an impor-

tant result, this technological revolution produced a major change in the function and structure of American education.

The striking nature of this change is shown by the fact that by 1951 liberal arts, law, and medicine represented only 42 per cent of the total product of our higher educational system, instead of the 85 per cent they had accounted for. The remaining 58 per cent trained in technical or professional fields must be compared with 15 per cent in all of those fields forty years before. In fact, this change was so great that education and related fields, which do not even appear in the tabulation in 1910, were by 1951 accounting for over one-fifth of all college graduates; business and commerce, which likewise did not appear in the 1910 tabulations, accounted for one-sixth of all college graduates; applied biology, which did not appear in the 1910 figures, accounted for one-twentieth of all graduates; and engineering, which had accounted for one-twentieth of the 1910 graduates, had risen to one-tenth.

III

It seems clear to me that this rather bewildering array of figures proves not only that it is not possible to predict college enrollments from population figures, but proves also that the changes in American society during this century have been even more striking than we had realized.

I think that we have not realized that one of the greatest of the changes has been the shift in leadership from the generalist—the man trained in the humanities or the law, to the technician, the specialist, the man of competence, trained and experienced in the management of men and affairs.

As a striking example of the acceptance of this shift by the American nation, I cite the history of the American Presidency from 1800 to the present. During the 19th century, almost all of our presidents were lawyers, and many of them noted lawyers. The only ones not learned in the law were soldiers—Taylor, Harrison, and Grant. I think I am safe in saying that every other president had legal training, and some—Van Buren, Jackson, Lincoln, Hayes, and Cleveland—were well known as lawyers. But in this our twentieth century, the last president of acknowledged legal distinction was Taft. Since he left the White House, we have had political scientists, editors, professional politicians, engineers, and soldiers, but none of legal distinction, while we have as a nation repeatedly rejected distinguished law-

yers of both parties—Hughes, Davis, Wilkie, Dewey, and Stevenson. Here, I think, is clear evidence that the requirement for the skilled technician and manager, be he engineer, politician, or soldier, has come in our minds to replace the requirement for the generalist and the learned man.

Actually, we have in America been so successful in producing technicians and specialists that we can classify them under broad headings and determine their relationship to each other, to society, and to our educational structure. There are four such headings: engineering for the design, building, and operation of industry; management for the subordinate commands in our economic structure; merchandisers to dispose of the products of our corporate structure; and service technicians such as nurses, pharmacists, accountants, social workers, and others, who exist to meet the immediate needs of the consuming public, or to assist our relatively small professional groups in doing so. Somewhere in these categories come the educators, who are absolutely indispensable in the provision of the numerous and varied types of professional, nonprofessional, and technical training required to maintain this great structure.

IV

These figures, facts, theories, and laws with which I have been laboring you are, as you will have noted, based on the history and present state of our educational structure. They do not supply any basis for predicting the incidence of increased demands for education, except as they relate to those aspects of our present social structure that we can expect to find in the structure of the next twenty years. As it happens, it seems reasonable to believe that many of our requirements for trained men during the next twenty years will be similar to our present requirements. However, we cannot launch off blithely into prediction on that basis alone without considering other variables that may exist.

The first of these variables has to do with the nature of the firm core of our program of higher education—the studies in the liberal arts and sciences.

I have already commented that technical specialties have drawn a tremendous number of students away from the liberal arts. It might be just as correct to say that many of the students now in technical fields would not have come to college at all merely to follow the

liberal arts, but this in a sense is beside the point. The point is that the A.B. degree has changed so completely that no single subject as studied in the course of the ordinary A.B. program of today would have been a part of the ordinary A.B. program of 1870. That program, as we all recall from our occasional forays into the history of education, was based almost entirely upon the classics and the study of the history and thought of ancient times. Today, the A.B. degree is based primarily upon the study of contemporary materials or of materials that are designed to explain the contemporary.

As it happens, this does not bother me, and I hope it does not bother anyone else, but it does indicate two things: first, that changes in education have not been confined to the introduction of technical and occupational programs; second, that our A.B. programs are tending to become introductory or preprofessional programs followed either as preparation for some other program on the professional or graduate level, or as preparation for some one of the advanced in-service training programs offered by our large corporations or by a governmental agency.

There is yet one more fact which we must consider before we can undertake predictions of the form and structure of American higher education in the foreseeable future. It is that during the first fifty years of this century, we have essentially completed the development of our educational system through the twelfth grade; that is, we have adopted the principle that all Americans within a given age group are entitled to the opportunity to finish secondary school, we have built a substantial part of the plant which is necessary for them to be able to do so, and we are in the process of increasing the size of that plant. We have trained the administrators, have trained many of the teachers and are in the process of training more, and are in the process of agreeing on a curriculum that will probably be controlling for at least the next twenty years.

There are, I think, some comments to be made about secondary school systems which are important in terms of planning our colleges and universities. The first is that the educational and cultural opportunities available today in secondary school are on the whole vastly richer than were the educational and cultural opportunities available in college at the beginning of this century, and they are better than the opportunities now offered in some colleges. In other words, our secondary schools today, while overcrowded, are well-equipped, are

manned by trained teachers, supervised by experienced administrators, and able to offer preparation for a wide variety of careers. By contrast, at the beginning of this century our secondary schools were almost entirely oriented to narrow college preparation, as is evidenced by the fact that in 1900 seventy-five per cent of all secondary school graduates went to college. Today, as we know, the percentage is nationally about half of that, although it is obviously tending to increase.

The second comment is that the very breadth of the secondary school curriculum is forcing, as a simple matter of administration, a comparable breadth in the college curriculum and has also tended to foster a tremendous spread in the abilities of our college-going students, since many students can now move through the broad spaces of the secondary school program without ever having their abilities evaluated, or without ever reaching a point where they are forced to choices or decisions.

The third point is that in the course of their development during this century the secondary schools have discarded certain tasks that they formerly performed. One of these tasks, most important of all from the standpoint of the colleges, was that of exact preparation for the college program. Another of these tasks was the introduction of the study of certain of the more exacting disciplines, such as the foreign languages, mathematics, and science.

These several changes in the role of the secondary school in our educational system have been so thoroughly and completely deplored over the last twenty years, and particularly over the last ten years, that I can see no point in adding to the literature of mournfulness. Instead, I would like to point out that the secondary schools are doing on their level much the same thing as the colleges have been doing on their level. The difference is that in the main the colleges have been able to insist on and maintain the principles of specialization within the many narrow programs of studies that they offer, while the secondary schools have brought all of these programs into one comprehensive curriculum where they have offered them on a sampling basis. Since I can see no possibility that the secondary schools will turn back to their former role as institutions subordinate to and preparing for the colleges, I have mentioned this variable because I believe it to be one of the most important in our educational planning.

Since I am at this point about to launch myself fearlessly into the future, I think I should, before doing so, stop to draw together the

variables which I have set forth as the controlling factors in determining the shape of the future.

The first is that social structure is the determining factor in the structure of higher education.

The second is that the development of our social structure in America has been a development based on the use of technicians and the applications of technology with a concomitant growth in the training of educators to assist in turn in the training of technicians, and another concomitant growth—which is still only in embryo stages—of the training of service technicians who assist us in myriad ways in dealing with the problems of living in our complex society.

I have also commented that the A.B. degree which has been the benchmark of standards in American education is no longer serving the purpose which it once served and has in fact become a generalized preparation for specializations into which all of us are now inevitably forced in American life.

Finally, I have commented that our system of education has been substantially completed through the 12th grade in terms of its structure, its purposes, and its philosophy. In very broad terms, the secondary diploma is now serving somewhat the same purposes that the A.B. degree serves, that is, a very broad and general preparation for later specializations. That being the case, there is no reason for us to expect or hope for any change in the preparation of college students or in any other of the functions of our secondary schools, at least within the generation with which we are now concerned.

V

In making our plans to meet the increased demands for education, we need not, I think, concern ourselves with an overelaborate prediction of the form of American society in 1975 so long as we bear in mind that it is the form of society rather than the size of the population that is the ultimate determinant of the structure of education.

What we do need to concern ourselves with is a sensible projection of current demands for educated people combined with a dispassionate analysis of the ways in which we are now meeting those demands and a search for better methods of meeting them.

We can go about this by working down the several broad lines along which we are now educating people and seeing what changes are likely to come and what they are likely to be.

For historical reasons, let us start with the so-called traditional A.B. degree which, as I have remarked, no longer follows the traditional pattern although it is still labelled the A.B.

We depend on the A.B. as basic preparation for nearly all of our most highly trained specialists including research scientists, college teachers, physicians, lawyers, and high-level government officials. We also depend on the A.B. to furnish preparation for service professions that have been placed on the post-baccalaureate level, such as social work, library science, and public administration. In addition, we expect that a very large number of responsible posts requiring long in-service training rather than graduate and professional education will be filled from the ranks of holders of the A.B., as well as, of course, an even larger number of positions in the medium income brackets. Yet, despite all of these tasks which are loaded upon the A.B. program, the demand for A.B. graduates is now being met without utilizing all of the available facilities. It is true that perhaps fifty of the country's strongest liberal arts institutions are under heavy pressure, and that perhaps fifty or one hundred additional such institutions, not quite as well known, are managing to stay comfortably full. But there are a sizable number of institutions that can offer an entirely respectable A.B. that are not full and that have no immediate prospects of filling up unless they develop a much larger clientele than they now possess. I believe that many institutions in this latter group are presently basking in the comfortable assurance that the rush of students will fill them and that they will once more live in security. I believe that many who think so are going to be terribly disappointed.

As I have already pointed out, the popularity of the A.B. programs has declined steadily for eighty years, and in addition the nature of the A.B. programs has changed completely, which is another way of saying that the A.B. program has stayed in existence only because it has executed a complete change from its traditional pattern.

These changes have taken place because of the development of technical specialties, and the development of professional programs to service them. This has affected the A.B. program in two ways. First, they have served as development grounds for certain professional programs which are then removed and set up as separate programs, as in the cases of business and social work. Second, many of the resources formerly assigned to A.B. programs have had to go to strengthen professional programs that have developed from subpro-

fessional levels, such as nursing, medical technicians, and journalism.

We have therefore a contradictory situation in which the liberal arts serve as general purpose programs, thereby tending to increase the pressure on liberal arts colleges, while at the same time certain professional programs are being developed by drawing teachers and students away from the liberal arts. I suspect that the long-term result of this will be to strengthen the strong liberal arts institutions which can adapt themselves to the general purpose task, and to weaken the weak institutions which cannot do so. I think the results of this will come out about as follows:

1. The institutions now under heavy pressure will continue to be under heavy pressure, and will expand their facilities about twenty-five per cent overall, with the state universities and the large urban institutions expanding far more than the residential colleges which are at the top of the prestige list.
2. The institutions that are now comfortably full and prosperous will come under moderate pressure and will expand from 10 to 25 per cent to meet that pressure.
3. The institutions not now under pressure will be affected in one of two ways. Those institutions that are now located reasonably near to growing urban centers will expand as day colleges and will develop into small or medium-sized universities. Those institutions not now well-located with respect to population centers will continue to struggle to stay alive. They will face the alternatives of closing their doors or of accepting a new role in the training of what I have described as service technicians, or in the training of teachers. Many of them are in fact now doing just that, under the elastic covering of what is called an A.B. program.

In addition to these considerations as to the future of the liberal arts institutions, there are some important considerations with respect to the nature of those programs. I suggest that changes in those programs will continue. One of the most important changes I believe will be the slow disappearance of the required study of foreign languages. This disappearance is already well under way and I can see nothing to arrest it. The facilities for language study will, of course, remain, as indeed they now remain for Latin and Greek; but with language study now disappearing from the secondary schools, and college requirements already at a minimum, I suspect that many colleges will give up the struggle. Another important change I believe will be the introduction of strong courses in the arts, emphasizing

participation rather than history, theory, and appreciation. Still another development will, I expect, be the general formalization of reading programs, particularly if we can arrive at some reasonable method of evaluating the results of such programs. I will note as an aside that courses in these areas rate so high in student popularity that I have never known a college which did good work in these areas to be in serious trouble on account of student morale or student support, though I have known some of these colleges that had developed serious financial ailments as a partial result of introducing such programs.

The future of science study in our strong arts colleges has become a matter of grave concern. I believe it will continue to be until our teachers of science and mathematics can undertake a courageous overhaul of their offerings and eliminate the ridiculous concentration requirements which tie up two-thirds or more of the students' time during the four years that are advertised as being a broadening and enriching experience. I suspect that if such an overhaul is made, the natural attractions of science will hold many students who are now abandoning the field in protest against the grinding hours of labor now attached to it.

Although I am gloomy as to the future of the A.B. degree in any but the strongest institutions, I am not at all gloomy as to the development of liberal arts studies. I think that the trend, already well-established, of adding humanistic studies to professional programs, will continue, which is another way of saying that these studies will continue to be the core of our system of higher education by spreading their influence through all parts of the system, rather than concentrating it in the traditional pattern.

VI

Numerically, the second most important area of education today is that of teacher preparation. Here we are faced with the fact that it has taken a long time for teacher education to gain recognition as higher education. I am not of course talking about the education of college teachers and scholars, but about secondary, primary, and specialized teachers. It is only within the last twenty years that the majority of teachers colleges in the land have acquired the right to give bachelor's degrees, and even today these degrees are often held in low esteem. I have suggested earlier that the acquisition of status by

the teaching profession is related to the need for large numbers of educated people to serve in our commercial and industrial structure. Partially for the reason that this structure will continue to need the services of teachers and will therefore continue to support teacher education indirectly by supporting schools, and partially because the teaching profession is generating its own dynamic of self-improvement, I believe that we can expect a steadily increasing interest in teaching as a profession and a steady improvement in the quality of the education of teachers.

The increasing interest will, I think, come about as a consequence of the successful effort to make teaching attractive as a profession by paying a living wage, providing social benefits such as broad insurance coverage and pension benefits, assuring job security, and regulating the work load. If we add these items to the long vacations, we have an unusually attractive and secure work situation compared to the average office or factory job. This fact is being realized, particularly by children of families that are taking their first steps up the social scale.

As to teacher education, it must be said that it still has a long way to go, but that it is well started towards improvement. An important part of this start has been contributed by the strong liberal arts colleges which have integrated teacher training programs with their regular programs. Unfortunately, the teachers colleges and graduate schools for teachers have been slow in taking this hint and have not yet taken the drastic step of overhauling the dreary and repetitious courses in the principles and methods of pedagogy. If this can be done so that youngsters can enter teacher training institutions with reasonable assurance of finding good libraries and laboratory equipment (which are unaccountably missing in many teachers colleges), and of following a lively and interesting curriculum under teachers who combine a sound knowledge of subject matter with an understanding of pedagogy, then the popularity of teaching as a profession can be assured and we shall have gone a long way towards meeting the teacher shortage.

One of the great questions in teacher education has to do with the conversion of struggling independent liberal arts colleges into teacher training institutions. There have been surprisingly few successful independent teacher training colleges, but there is no reason why there cannot be many such. Certainly, it would be a near tragedy if the

small liberal arts colleges that I referred to earlier as facing a certain struggle for existence in their present form were allowed to go out of existence without making an effort to use their faculties, their libraries, their facilities, their plants, and their respected position in their localities for the purpose of teacher education. There are admittedly administrative difficulties in the way, including the serious ones of providing practice schools and critic teachers, but these are not insuperable, particularly if some way can be found to provide partial tax support. I have no idea how many colleges could be converted if the means were found, but judging from the known difficulties of some colleges today, I would suspect that it might be upwards of a hundred, which would certainly supply an important addition to teacher education facilities.

VII

Third in order of numerical importance today in American higher education are the programs in business and commerce. While it is reasonable to expect that the popularity of programs in these fields will continue to grow, it is difficult to predict the form and direction that this growth will take. Courses in business give an outward impression of going in several directions at once, and of being unable to decide which direction is best, which is certainly strange when it is considered that a prime purpose of such courses is training in decision-making. One direction is that of accountancy, which is becoming increasingly technical and has been steadily extended as a course of study. Another direction is that of management, where one school of thought advocates a broad course in what is essentially applied economics combined with a strong admixture of liberal arts courses, while another school of thought advocates a quasi-technical course with a strong admixture of basic engineering courses. Still another direction is that of merchandising, which, like education, suffers from the repetition of detailed courses based on a common content and the overloading of the curriculum with methods courses and so-called laboratory experience at the expense of the broad preparation which could be approached through a judicious inclusion of liberal arts courses. Still another direction taken by business schools is that of training service personnel such as secretaries and office managers, and on the opposite end still another is the erection of graduate programs and research and consulting activities.

This uncertainty as to direction is not altogether the fault of educators in business schools. The fact is that these schools are very sensitive to the requirements of business and commerce, and that these requirements tend to change rapidly according to the condition of the economy. A shift from a seller's market to a buyer's market may mean a large-scale and long-term shift from emphasis on production, management, and quality control to merchandising and cost accounting, and may completely upset the placement process which is the life-blood of any professional school.

But, regardless of these problems, there can be only one conclusion as to the demands for business education. These demands can only go up. It seems entirely reasonable to suppose that schools of business which are now, as mentioned earlier in this paper, granting one-sixth of the college degrees given annually, will within ten years be granting one-fifth of all college degrees. Their ability to expand beyond that point may well depend upon their ability to develop and present a reasonable controlling philosophy for business education, and to utilize such a philosophy in the organization of business schools into something approaching universities which will build the specialties in business education on a firm foundation of core subjects that will include essential offerings in humanities, social studies, and science drawn from the liberal arts fields.

VIII

If the business graduates are indispensable for filling the subordinate command and some of the command posts in corporate enterprise and banking and for handling the merchandising and advertising chores, the engineers are no less indispensable for the design, operation, and maintenance of our industrial plants. However, despite their present indispensability, the growth of engineering as a profession has been curiously slow. You will remember that I remarked earlier in this paper that engineering graduates, in proportion to the total of all college graduates, have doubled in the last forty years. This is a considerable growth, but it is the smallest growth recorded by any profession that has grown. As of today, the future growth of the profession depends on several factors: the first, the extent to which the subprofessional technicians now being trained in technical secondary schools or by in-service training programs will take over duties now performed by engineers; second, the extent to which engineer-

ing schools can prepare their graduates to take leadership in the research and development work which has become so important in our industrial pattern; third, the financial support for engineering education.

As of this writing it appears that the long-term health of the engineering profession depends upon emphasis on research and development, even at the cost of lengthening the engineering program, rather than upon competition with subprofessional technicians. The emphasis on research and development is closely tied to the support of engineering education, for at the present time many of our major engineering schools are supporting themselves by selling their research skills to industry, a condition which cannot possibly be to the long-term benefit of those schools, although the present crisp sounds of folding money are undoubtedly attractive. It is to me most puzzling that the talk about corporate support for higher education has not produced sizable direct grants for our engineering schools. Certainly, industry has a great stake in the future of engineering education and certainly it has, so far, dismally failed to recognize the obligation which goes with that stake.

Taking into consideration the facts that engineering education may have to go through a period of program readjustment, and that its present support is lagging behind its needs, I can see no reason to expect that engineering will in the foreseeable future enroll more than its present ten per cent of college-going students.

IX

Since I have already touched upon what we may call the senior professions of law, medicine, college teaching, and research science in my discussion of the A.B. degree, I do not feel that I need to labor them further in a separate section. However, I do think it is worth commenting that the relative importance of these professions has declined farther than it should and that a swing back to them is due and perhaps overdue. At present, eighty medical schools, the superior graduate schools numbering about sixty, and the superior law schools numbering perhaps forty are carrying most of the burden of advanced training for these professions. Except for about half of the medical schools, which are under heavy pressure, these institutions are not overcrowded. Should they become overcrowded, some additional strong graduate and law schools can be developed from existing insti-

tutions, and the need for more doctors can be met by the foundation of new medical schools. This last process is indeed already under way, for two new medical schools will open within the New York metropolitan area during the next year.

I would expect, though I know of no figures or studies to support the expectation, that we can anticipate a slow relative growth in the number of students planning to enter these senior professions in addition to the normal growth attributable to population increase. My main reason for suggesting this is that shortages in all of these fields are becoming noticeable and that attention is being focussed upon them, even to the extent of considering specific financial inducements. As some of you know, the College Board is conducting for the National Science Foundation a study of the possibilities of increasing enrollments in scientific fields. No findings are available, but the mere fact that a fact-finding operation is under way is an encouraging sign.

In this latter section of my paper I have not touched upon the possible development of new professions and specialties that may be developed, with consequent new demands upon our colleges and universities, and I am going to do so now only by suggesting areas wherein such developments may come.

One such area is that of medical services, which have already expanded greatly by reason of the upgrading of all sorts and varieties of technicians and assistants, and which will probably continue that expansion with the further development of health insurance and group practice plans.

Another area is that of power utilization dealing with the development and use of nuclear and solar energy, which are still in the laboratory stage so far as day-to-day use is concerned.

Still another area is that of heat transfer, which may well require the development of an entire branch of technology dealing with air conditioning, refrigeration, and the still rudimentary use of heat pumps.

In the area of social and political science, we still have a long way to go in the training of career government servants, and another long way to go in community organization and planning made necessary by the relentless expansion of the cities into the country, and the progressive abandonment of our cities for all purposes other than the transaction of business.

The training and employment of technicians to work in other coun-

tries as a part of the cementing of the loose political grouping that we call the free world may be a minor task numerically, but it will be of great importance politically.

It is by no means improbable that methods of controlling and operating air-borne transportation will be developed which will bring such transportation within the reach of millions of Americans and thereby bring about another revolution in American life comparable to the one for which Henry Ford and the Model T are held responsible.

As you will recognize, these are speculations, not prophecies; but as you will also recognize, no one can review the history of American education during the last fifty years without noting that its startling developments came about in a brief span of years, and that none of the developments could have been predicted from the evidence available at the beginning of the fifty-year period. Hence, lacking the wisdom for prophecy, we can at least speculate with the knowledge that it can do no harm, and may do some good.

The facts, conjectures, interpretations, and suggestions that have been presented in this paper do not begin to exhaust the possibilities bearing on this topic. As I reread it before presentation I could not fail to note that areas of major importance have been left completely untouched, and that in other areas the presentation is subject to interpretations almost diametrically opposite to those that have been offered. But these areas will be explored by others, and the interpretations and misinterpretations are open to challenge and correction by others.

What to me is important is that we view our tasks in education and the great rambling system in which we work, not as a thing apart, but as a vital part of the social organism that is our nation. If we can hold to this view and approach our tasks with dispassionate understanding of our role, we can view the future not as a fearsome specter of toil and improvisation, but as an area of opportunity such as has been offered to few men in any period of our history. Surely none of us can ask more than this.

New Interpretations of "Quid Pro Quo"

PHILIP D. REED

SIR WINSTON CHURCHILL once prefaced some remarks with the statement: "I have no technical and no university education, and have just had to pick up a few things as I went along."

In something of the same spirit I have borrowed a phrase for the title of my remarks, "New Interpretations of *Quid Pro Quo*," not from the Latin, but from the law. I was a lawyer years ago, and before that was educated as an engineer, which may or may not account for the fact that my acquaintance with Latin is derived not from Caesar and Cicero but from the Federal Reporter.

I don't know what it is about the English language that makes us fall back upon Latin when we come to a discussion of the facts of life on a polite level. But since it was suggested that I talk about industry's and education's mutual interests and concerns, we come soon to one of the phrases that I have retained from my practice of law. For if we consider the subject, and get to the heart of the matter, it becomes the question: What is or should be the *quid pro quo* for corporate support of education?

That there must be a *quid pro quo* would seem to me to be beyond argument. But the concept of something received for something given has been much too limited. With the startlingly rapid growth of corporate requirements for college trained people and the simultaneous enlargement of the colleges' needs for funds—operating as well as capital—thorough and thoughtful re-examination of the whole subject is obviously in order.

Most of the grants that have been made to educational institutions in the past—whether corporate, or private, or government—break down into six categories: funds for research; capital funds for buildings; scholarships and fellowships; underwriting of specific instruction programs; funds for new equipment; capital funds for endowments.

The absence from this list will at once be noted of the contribution most sought after by educational institutions, the unrestricted grant. This discrepancy between the gift and the need is probably as old as the history of educational philanthropy. William James, writing a little after the turn of the century, in an address at Stanford University on Founders Day, spoke a little scornfully, I am afraid, of the tendency

of men of wealth to follow the beaten track in their donations. "What they usually think of," he said, "is a new college like all the older colleges; or they give new buildings to a university or help make it larger, without any distinct idea as to the improvement of its inner form."

Within the past few years there has been a growing movement on the part of business to reappraise its relations with, and responsibilities toward, education. This has, no doubt, been accelerated by the growing competition for, and potentially great shortage of, adequately trained manpower; by the 5-per-cent tax exemption privilege of the Internal Revenue Code; and by the decision of the Superior Court of the State of New Jersey in the case of the A. P. Smith Manufacturing Company—but I do not believe that they have been the cause. For example, in my own Company, our concept of our responsibilities to education is part and parcel of a broad concept of our responsibilities, as a corporate citizen, to employees, customers, share owners, suppliers, and the public.

The recent attention to corporate support of education has led to some rather striking developments. Within the last few months:

General Electric announced a Corporate Alumnus Program to spur gifts to colleges. Under this plan the General Electric Educational and Charitable Fund matches funds up to \$1000 donated to their alma maters by graduates in our employ.

The Columbia Broadcasting System adopted a plan for contributing to colleges and universities from which key CBS executives had graduated.

General Motors announced a College Scholarship plan under which at least one scholarship is made available to each private institution which has twenty or more graduates employed by General Motors.

The Ford Foundation announced a \$50 million appropriation to raise college salaries. I predict great popularity for this plan.

It is obvious from these few examples that industry has started to interpret *quid pro quo* in a wider sense. It is also obvious that even with this broader interpretation, a clear and, in my judgment, entirely appropriate sense of *quid pro quo* remains as a basis for corporate giving.

Let us look a moment at why this is so. In a recent novel, a character remarks of wealth that it makes possible "life's greatest grace—the ability to be impetuously generous." If this indeed be the greatest grace, it is a luxury that modern business management cannot afford.

Conscious of our corporate responsibilities to many different groups of society we must make "hard," but not "tough" decisions. Business enterprises operated by professional managers on behalf of their share owners (frequently tens of thousands of them) are not and should not be eleemosynary institutions. When they dispense corporate funds there must be in their judgment some ultimate value redounding directly or indirectly to the benefit of the company. And, as I said before, we are prepared to take a much broader or longer-range view of what those benefits may be.

I hasten to remind you that this is a two-way street. If we are not an eleemosynary institution, we do not believe that any college should be a supplicant. We would like to take philanthropy out of educational support by industry. We believe that there is a better basis than that.

I have taken time to stress some of the other public responsibilities of industry before coming to the question of its responsibilities to education, not to evoke your sympathy for our fix, but because it is upon this basis that a workable *quid pro quo* must be constructed.

The principle of corporate support of education is generally recognized, and has been tested in our courts. In the case of the A. P. Smith Company, which undertook to give an unrestricted grant of \$1500 to Princeton University, the opinion of the presiding judge of the Superior Court of the State of New Jersey read in part:

"I cannot conceive of any greater benefit to corporations in this country than to build, and continue to build, respect for and adherence to a system of free enterprise and democratic government, the serious impairment of either of which may well spell the destruction of all corporate enterprise. Nothing that aids or promotes the growth and service of the American university or college in respect of the matters here discussed can possibly be anything short of direct benefit to every corporation in the land. . . .

"I am strongly persuaded by the evidence that the only hope for the survival of the privately supported American college and university lies in the willingness of corporate wealth to furnish in moderation some support to institutions which are so essential to public welfare and thereof, of necessity, to corporate welfare.

"It is settled law here and in England that a corporation or association possesses not only those powers which are expressly conferred upon it by its charter, franchise or articles of association, but also all incidental powers reasonably designed or required to give fuller or greater effect to the expressed powers. . . . Such giving may be called an incidental

power, but when it is considered in its essential character, it may well be regarded as a major, though unwritten, corporate power. It is even more than that. In the court's view of the case it amounts to a solemn duty. . . ."

This concept being accepted as sound, the right of industry in its own enlightened self-interest to help education balance its budget would seem to be beyond question. But broad principles require bills of particulars, and there the difficulties begin. To give, or not to give, is no longer the question. The big question is: How?

How does business choose between some 1850 institutions of higher education? How do we determine the ones who deserve unrestricted gifts and the ones who will use them wisely? And how, as Peter Drucker has asked, do we assume industry's rightful share of responsibility for the support of education, without exerting an unwanted authority over it?

One approach to these troublesome questions is to set up a fund or foundation. But while this delegates the responsibility it does not automatically assure answers to all the questions.

The truth is that there are no quick and easy answers. The right relation of the corporation to educational institutions is being slowly, and sometimes painfully, worked out—"precept upon precept . . . ; line upon line. . . . ; here a little, and there a little." Because I deeply believe that these answers are important to the future of both industry and education, I believe it would be useful to pause between discussions of the role of liberal education in our society, to consider in what specific sense industry is ready to accept that role as a *quid pro quo* in coming to your support.

One approach to the problem of "how to give," which has been confirmed by considerable precedent, is for a company to make a grant to institutions located in the same community as its main plants or places of business. This would seem to be a reasonable basis for selectivity. All our concepts of good citizenship, individual and corporate, are rooted in the community. Which is the real point of that story about a Mr. Smith who went to Washington:

Two gentlemen from his home town were discussing his rather dazzling career since he went to the nation's capital. "You know," observed one, "Mr. Smith is making quite a name for himself in Washington." "Yes," replied the other, "but only at a national level."

General Electric is fortunate in having many of its plants located

in close proximity to outstanding colleges and universities, as is the case in Schenectady. We deeply appreciate having such educational facilities available to us and our employees, and will continue to come to their support in proportion to our responsibilities. Yet when we look at the picture at a national level we find that the Company has 135 plants in 105 cities in 28 of the 48 states, and places of business in all of them. The "local college" concept becomes very difficult on a nationwide basis.

Another approach, which would seem to apply with special emphasis to a company like General Electric, is grants, scholarships, fellowships, etc., to foster an adequate supply of technically trained men. We are particularly proud of the very high proportion of G-E engineers and scientists to all other employees. We believe that it says something about the kind of Company we are, the new and improved products constantly emerging, our ability to undertake the big and technically difficult jobs, our contributions through research to advanced and fundamental knowledge.

Yet, with approximately 25,000 employees with degrees from 650 institutions of higher education, about one-fourth are nontechnical.

Of the people with college degrees added to our payroll in recent years, 45 per cent have been nontechnical.

Industry has had to re-examine its concepts of potential manpower and adequate training. And this re-examination has applied to both technical and nontechnical graduates. We have observed in recent years the application of new disciplines to many functions and operations of industry, brought by nonengineering graduates holding A.B. and M.A. and Ph.D. degrees in the sciences and other fields, who have moved into jobs of increasing specialization or management responsibility. Similarly, we have seen technical graduates moving into areas of management or specialization widely diverse from their educational backgrounds. The obvious connections between technical education and the future of industry remains, but the nonobvious connection between education and industry through the educated man in almost any field you can name has been illuminated. In other words, students generally must be regarded as potential employees of General Electric.

Still another approach to the problem of "how to give" is exemplified by the Corporate Alumnus Program. It recognizes that the immediate beneficiary of American higher education is the educated individual, and then through him the organization of which he is a

part. It is only appropriate and fair, therefore, that both the individual alumnus and the employing organization should join, in some fashion, in any giving plan. It delegates to the individual alumnus the responsibility for deciding the ultimate benefits of his education to himself and his organization, and what share of support for his college or university they both shall bear. It is hoped that under this plan, if generally adopted by industry, the individual decisions of tens of thousands of alumni will form a wiser and better basis for widespread support of education than any other plan now extant.

These are some of the approaches by industry to working out a basis for corporate giving. We come now to the point that these rather discursive remarks have been leading us to. Industry cannot construct a policy and a program for the colleges that will justify it in coming to the support of education. That is up to the individual college and university and to its alumni. We can only give you hints of what we will require in terms of a *quid pro quo*.

If location in the same community is not enough, if you cannot compete as a source of technically trained manpower, on what reasonable basis can the liberal arts college in America today construct a *quid pro quo* for the general support of industry?

The long-run value of the college or university is not, at least at the undergraduate level, in creating technical specialists. We employers are both staffed and qualified to provide the specialized training needed by our college graduate recruits, both technical and non-technical. The broader and much more important contribution of the college or university is that course of study which gives men balance, perspective, understanding, and the ability both to communicate and to reason. History, languages, public speaking, economics, with mathematics and the basic sciences, are fundamental requirements—standard equipment if you will—of the college graduates of a country which is successfully to maintain the social, economic, and political climate of a great democracy. Without such a climate, business could not survive, and certainly it could not prosper and continue to make progress. These are the ancient gifts of education to any civilization, and on a long-range basis they promise the greatest returns.

In short, business is not asking, except in special cases, that you produce specialists in this, that, or the other skill, but rather that you turn out good and soundly grounded citizens. And business asks of a particular institution in which it may invest that it be, for lack of a better term, a "going concern." Business can understand and appre-

ciate a going-business-in-search-of-new-capital approach.

By way of contrast, I am told that one approach that has been used in the past consists of these elements: first, we colleges and universities need business support, and if we do not get it from you we will get it from government, and you won't like that; second, you can afford to help us because, otherwise, you will have to pay the money out in taxes; third, please send a check by return mail.

The going-business-in-search-of-new-capital approach is a good deal harder to take, because it involves not only looking your educational programs and your business management "squarely in the eye," as Dr. Wilson Compton puts it, but also realistically facing up to some of *our* problems in coming to your support. What does business want to know?

1. Business is interested in the quality, the efficiency and effectiveness, of educational administration. Administration is one thing that business and education have in common, and one criterion that business is particularly competent to apply.

2. Business likes to see budgets. We don't expect a college or university to make a profit, and we don't see any reason why you should, even if you could, run an educational institution on the income from an endowment; but we do like to know that you know what are the expenses of an academic year and where the funds to meet those expenses can reasonably and properly be obtained. If you are seeking the support of the public, and its private sectors, you must expect to make your financial statements public.

3. Business expects you to be extraordinarily concerned with the quality of your product—which is our most essential raw material.

4. Business is impressed by widespread alumni support. First, because we know that the needs of education for private support cannot be met except by infinitely more and wider spread support by all the private sectors of our society. And second, because we respect the judgment of alumni of those needs.

5. Business is sometimes more impressed by the cutting out of one program than by the adding of new ones. It is always easy to add new programs, particularly with the rapid development of our society and technology in recent years. It is not easy to measure established programs against rigorous performance standards, and to incisively carve out those that don't work. But this kind of self-help may be the best evidence of the virtue and vitality of an educational institution that justify an investment in it.

If this approach seems a bit rough, I would remind you that it has nothing to do with academic freedom, and is nonrestrictive in regard to the aims, purposes, and methods of education. In fact, it may be the first step in helping to insure that freedom for the future.

Lawrence A. Kimpton, Chancellor of the University of Chicago, has suggested that the best way for a private college or university to get the kind of aid which will preserve it on a free basis might be for each educational institution that believes itself worthy of support to make a case to industry and have these cases freely judged in a competitive market. The products of the university, both its great men and its great ideas, must ultimately be tested in the competition of the market, as Mr. Justice Holmes has reminded us. He once said, "... the ultimate good desired is better reached by free trade in ideas. The best test of truth is the power of the thought to get itself accepted in the competition of the market." Are there any considerations that make it unwise for an institution openly to recognize that it is basically in competition for private support?

I am conscious of the fact that we have been, as it were, digging around the roots of education. My excuse for this is the urgency and importance of finding equitable, effective patterns for corporate giving. This is a matter of some concern to everyone in education and industry. As Clemenceau said of war, that it was "much too important a thing to be left in the hands of the generals," I believe that the private support of education is too important to be left to college presidents and administrators. And the combined efforts of a few companies, even very large companies, cannot begin to fill the gap.

But fill it we must, for its importance is self-evident. Indeed, our greatest potential shortage in the United States may well be people—educated and trained people.

Nor is this unpleasant truth a recent discovery. Alfred North Whitehead summed up the situation for our times as long ago as 1917 when he wrote: "In the conditions of modern life the role is absolute, 'the race which does not value trained intelligence is doomed.' Not all your heroism, not all your social charm, not all your wit, not all your victories on land or sea, can move back the finger of fate. Today we maintain ourselves. Tomorrow science will have moved forward yet one more step, and there will be no appeal from the judgment which will then be pronounced on the uneducated."

Law, Freedom, and Liberal Education

SOL M. LINOWITZ

IN THESE days of national anxiety and peril there is reason for grave concern that we have become badly confused as to the real nature of the struggle and the place where the truly crucial battle of our time is being fought. For it is not in Formosa, in China, in Western Europe, or even in Russia, that we are today facing our greatest challenge. The real, the vital, the decisive battle is being fought where the deepest battles are always fought—in the minds of men.

In times such as these a nation's power can no longer be measured in terms of Francis Bacon's catalogue of "walled towns, stored arsenals and armories, goodly race of horses, chariots of war, elephants, ordnance and artillery." National power, *real* national power, depends as much upon ideas and traditions and those things which are basic to a people's beliefs and aspirations. What a country believes and why it believes it, the things for which it stands and why, these are vital considerations in evaluating the strength of the bond which holds a nation together. In this respect, we who share the democratic idea have on our side the touch of centuries, the heritage of the West's steady search for light and truth. Out of the Reformation, the Renaissance, and the constant groping for ways to make men's rights and freedoms secure, we have evolved for ourselves a pattern of inching forward toward a more ethical and therefore a stronger society. Measured beside our own past, Russia stands coarse and naked and empty; for Russia has never known an awakening from darkness, has never experienced the enrichment which comes from history's mellowing, has never attained the binding power which comes only from the free thought and deep conviction of free men. In the test of strengths, the free open mind has been our immensely rich and powerful resource.

The hard cold fact is, however, that precisely in this area of the mind where our strength is and must be greatest we ourselves have been sapping away at our own resources. For many months we have observed men of great lung and muscle power in this country, both off base and off balance, trying to equate scholarship and intellectualism with disloyalty. We have heard the word "intellectual" used as

a kind of rallying cry for the bully in our society. We have watched as new ideas and free opinions have been labeled suspect. And we have stood by as men and women of learning, alarmed by the fierceness of the chase and feeling themselves abandoned, have scurried for spiritual air-raid shelter rather than stand their ground.

It is time—long past time—we asked how this came to pass, how it could happen that a people steeped in the tradition of freedom of thought and belief would be so unmoved by the coarse dissipation of its greatest strength and richest birthright. It is time for asking why so few voices were raised against these callous attacks in this land of the free and the home of the brave.

The answer may be too clear—clearer than we wanted to see or want to believe. Here are a few signposts: At a recent meeting of the American Association for the Advancement of Science a paper was read presenting the results of a survey of popular understanding of the Bill of Rights in this country. One-third of the American people, the paper showed, do not know what the Bill of Rights is or the function it is intended to perform. And another one-third, the survey found, apparently oppose the principles for which the Bill of Rights stands. Last year, in delivering the Lovejoy Lecture at Colby College, the distinguished journalist of the *St. Louis Post-Dispatch*, Irving Dilliard, asserted that the Bill of Rights could not be adopted in this country today because it would not have enough support. "The Press," he said, "would not fight for it."

And very recently the Chief Justice of the United States indicated his own deep concern when he suggested the grave uncertainty in many people's minds as to "whether ratification of the Bill of Rights could be obtained today if we were faced squarely with the issue." He then went on to ask these deeply disturbing questions:

"Have we not enough controversy over teaching in, and the conduct of, our colleges and schools, both public and private, to warrant the inference that an effort would be made to curb freedom of speech and thought in that important segment of American life?

"Have not sufficient doubts been expressed concerning the rights of individuals to invoke their constitutional privilege against self-incrimination to justify the belief that the proposed adoption of this safeguard against tyranny might provoke heated discussion?

"Does not the suspicion that has attached itself to lawyers who represent unpopular defendants indicate some departure from the constitu-

tional principle that every person charged with crime is entitled to be effectively represented by counsel?

"Are there not enough shortcuts advocated—and too often practiced—in our time-honored legal procedures, resulting in what we call a denial of due process of law?

"Have there not been enough invasions of the freedom of the press to justify a concern about the inviolability of that great right?"

What Chief Justice Warren was saying, of course, was that we have forgotten too much about ourselves at the very time when we need most to remember. He was warning that the cement of our society has been crumbling and that it will begin to bind again as it must only if we can remember what it is that has given our democracy its strength and virility—only if we can make certain that our principles of justice are made to shine bright and large again. Here, I submit, is the great challenge to American education in our time.

We are a nation with deep roots of justice which go far back to some simple words in the Magna Carta: "To no one will we sell, to no one will we refuse or delay, right or justice." When those who fought our Revolution had finished binding up their wounds, they adopted a Constitution and Bill of Rights, knowing that the price they had paid was high, but not too high, for freedom. They were remembering things—things like the trials of Sir Walter Raleigh and the Earl of Essex in which both were browbeaten, condemned without the rights of counsel, without the right to call witnesses, without the right to testify; they recalled the Bills of Attainder under which Parliament had, as judge, prosecutor, and jury, sent men to their death without giving them a chance to defend themselves. They remembered Somerset mounting the steps to the chopping block a few months after he had sent his own brother there by another Bill of Attainder; they recalled the despairing cry of Stafford, who was condemned to death for a political act and heard it asked in Parliament: "Why should he have law himself who would not that others should have any?" and most vividly of all they remembered the Salem Witch Trials when teen-age girls fell to the floor in convulsive fits and Cotton Mather had instructed the judges as to the manner of handling the accused: "Now first, a credible confession of the guilty wretches is one of the most helpful ways of coming at them. . . . Whatever hath a tendency to put the witches into confusion is likely to bring them to confession."

Because the Colonists remembered these things they put into the Bill of Rights a series of magnificent restraints embodying what Norman Cousins has described as "the only political philosophy which entitles and enables the individual to say 'No' to Government—and get away with it." They fashioned these "thou shalt nots" out of abuses they had known and seen and never wished to know or see again.

In the First Amendment they provided that there could be no law abridging freedom of speech, religion, or press. These were things written by people who understood as well as Milton that "the liberty to know, to utter and to argue freely according to conscience is above all liberties." Because they also perceived the perils in infringing the people's right to bear arms and remembered the history of forced billeting under Louis XIV of French, they wrote restraints against such practices in the Second and Third Amendments of the Bill of Rights, and in the Fourth they outlawed unreasonable searches and seizures. Then in the Fifth, Sixth, Seventh, and Eighth Amendments they spelled out the lessons they had learned in the Star Chamber and in other dark places by assuring to all men a right to a fair hearing, to trial by jury, to avoidance of self-incrimination, and to protection of life, liberty, and property through substantive and procedural due processes of law. These were safeguards put together for a great and solemn purpose, their object (as Zechariah Chafee has said) "to make it harder to punish innocent men and to require that guilty men should not be punished by methods which produce the kind of society which is obnoxious to free men and women."

It is a basic and undeniable fact that in these times and in this kind of a world when democracy has most at stake, we need more zealous vigilance than ever before to assure that we do not here create the kind of society which is "obnoxious to free men and women." What is desperately required as an essential part of the world struggle in which we are engaged is a society which will see not fewer but more free men and women—free to think and act with requisite independence, wisdom, and courage. What this country needs if we are to remain a land which is both free and brave is more great men to accomplish more great things, and this greatness must be of the mind and spirit and not merely of the voice or of the arm.

How are we to go about achieving these things in this time of deep trouble? One school of thought which is urging its position with

considerable forcefulness these days holds that the answer lies in forthrightly rejecting the notion that the majority can or will intelligently understand and wisely act. The most eloquent spokesman of this group is, of course, Walter Lippmann, whose new Book *The Public Philosophy* is described by his publishers as "the most urgent book that Mr. Lippmann has yet written." Mr. Lippmann's thesis might be summarized as follows: A Jacobin Revolution will not and cannot in and of itself achieve governmental order; accordingly, the dominance of the majority is fraught with peril because it may seek to assert its will in uninformed fashion and without principle, sound values, or guideposts; there is, however, a great need for rules by which to live in our kind of society, including rules with respect to such things as rights of property and freedom of speech; to achieve the proper balance, we need a rededication to a political public faith of the kind which inspired the Founders of this nation; and this can come about only if our basic beliefs are somehow made concrete and believable at a time when irreligion has become the prevailing religion; and toward this end there must be developed a strong public philosophy which will bring about the revival of Western society.

A number of things Mr. Lippmann has said are hardly unfamiliar these days. Alan Valentine, for example, is similarly distressed by the public standards by which we live and are governed and uses most of his *The Age of Conformity* to say so. Furthermore, Mr. Lippmann has always been deeply concerned about the dangers of an uninformed majority and has made it his life's work to fight the darkness in men's minds. Despite all this, however, I find myself bothered by what Walter Lippmann and some of his colleagues are saying. In the first place, I am always disturbed when any man speaks disparagingly of the will of the majority—disturbed primarily because an integral part of our whole governmental concept is that the opinion of the majority is entitled to respect and force simply because it is what it is. I do not feel any more comfortable when Walter Lippmann or Alan Valentine tells off "The People" than when John Stuart Mill calls the rule of the majority "surrender to collective mediocrity" or when Carlyle speaks of "the gabble" or when someone else taunts "the Great Beast." By and large, I tend to be less concerned about whether the people will know how to handle their government than that the government may get fancy notions about how to handle the people. My feeling was, I guess, most eloquently ex-

pressed by that eminent philosopher, Jimmy Durante, who you will remember said: "Don't put no constrictions on da people. Leave 'em to hell alone!"

Beyond this, I wonder whether Mr. Lippmann and his cohorts are really right in putting such great responsibility on the uninformed majority for the decline of Western society. The very godlessness and agnosticism which Lippmann now abhors was, as I recall, nurtured by many of those for whom he has so long and so effectively spoken—the generation which sought answers in the writings of Darwin, Marx, and Freud rather than in the Books of Genesis, Job, and Ecclesiastes. Would we really be further ahead today if those trained in the pursuit of undogmatic, unprecepted, pure Reason had been in the governmental driver's seat over the past years? Would civility and moral order have become more firmly entrenched in our society than they are today?

It may be relevant to recall in this connection this trenchant statement of Justice Robert Jackson: "One of the paradoxes of our time is that modern society needs to fear only the educated man. The primitive peoples of the earth constitute no menace. The most serious crimes against civilization can be committed only by educated and technically competent people."

Is it possible, I wonder, that much of the trouble of our times arises not so much from the darkness which still fills men's minds as from the fact they have been exposed to the wrong kind of light? Mr. Lippmann himself suggests this when he says he hopes the decline in Western society may be arrested through education "if the teachers in our schools and universities come back to the great tradition of the public philosophy" and "if the prevailing philosophers" do not oppose this restoration.

But neither Mr. Lippmann nor Dr. Valentine, nor so many of the others viewing the whole problem with distress and alarm, will undertake to propose precise answers or to chart a clear course to meet the critical problem. By implication, most of them tend to agree with Judge Learned Hand, who has been willing to prescribe with greater specificity and to lay heavy emphasis on the role of liberal education in developing the kind of sound political judgment required in these times. Judge Hand believes that the study of the humanities is essential to the education of the citizen in a democratic society; that many of our basic concepts—such as freedom of speech, of press,

of religion—are not merely jural, but fundamental canons which can be properly understood only in the historical perspective of man's long battle for liberty in different times and in many places; and that therefore the real meaning of constitutional guarantees can be truly grasped only if men first know the roots of freedom and the relevance of yesterday's struggles. These things, Judge Hand believes, can be found in the study of the liberal arts—in the history, the art, the literature, the philosophy, the music of the past.

Unquestionably, a liberal education as offered by our colleges and universities today does present a long look at what has been said, thought, written in the civilizations of the past and an opportunity to see the workings of different societies in perspective. From the first rise of democracy in 500 B.C. to its fitful rebirth in the twelfth and thirteenth centuries among the Italian city states—to its emergence in the Swiss cantons—then in its more modern shapes in the Puritan Revolution, and later in the nineteenth century—we can through the humanities trace the growth of the young idea called democracy which, in the words of Pericles, found its greatness in trusting "less in system and policy than to the native spirit of our citizens."

But to know that our roots are deep does not necessarily mean that we shall also know them to be good. Because the medieval concept of the college and university had its central base in religious doctrine, an integral part of its teaching was the prescription of what was good and what was evil. Our modern colleges and universities, however, while retaining many of the symbols and the sancta of the medieval form, rejected the religious basis and thereby the frank dogma of right and wrong. I am not suggesting, of course, that this is not entirely in keeping with the purest freedom to pursue truth; what I am saying in company with countless others is that it has left a vacuum which needs filling in some fashion and which in these times appears to need it badly. There is at hand, I suggest, a positive and powerful set of principles which may have some real value for this purpose.

I should like to see every college and university add to its curriculum an undergraduate course in "Principles of Anglo-Saxon Justice." The object of the course would be to make available to every student attending our colleges and universities the fundamental principles of our legal and judicial system and to suggest the tone and the climate of our legal rules of fair play. I would try to give our

college students a "feel" for the meaning of basic rights, for the right way and the wrong way of judging evidence, of sifting truth from untruth, of measuring liability or guilt, of making up one's mind. Such a course could with broad strokes trace the need for law in society and the forces and rules which have shaped and nourished our legal system. It could try to impart a true understanding of those things which are the flesh and bones of our pattern of justice—freedom of speech, of religion, of press; the right to be secure in our homes against unreasonable searches and seizures; the right to a jury trial in all criminal prosecutions; the right to counsel; the right of habeas corpus; the guarantees against double jeopardy, self-incrimination, ex post facto laws, and bills of attainder; and the right to due process of law.

I recognize, of course, that most of our college curricula today do offer certain courses in government, political science, history, and ethics where the interested student may, if he chooses, learn of some of these things. My suggestion is, however, for something quite different—for an organized, systematized, co-ordinated presentation in one course available to all who come to college. In short, I believe there is a place—a vital place—in our structure of liberal education today for exposure of all students to time-tested principles of justice so that as many as possible may understand how rights are granted or acquired, how justice is administered, and what makes law and order secure in a republic.

For it is not enough that lawyers may know when a man is, for example, being deprived of his right to a fair hearing or being stripped of his constitutional guarantees without due process. What is at stake here belongs to all citizens, and all citizens—particularly those who come seeking higher education—have a right to some understanding of what they will lose if they remain silent. It is not enough that a great judge may raise his voice to warn that a "community is already in the process of dissolution where each man begins to eye his neighbor as a possible enemy." The danger, if it exists, is a danger to all Americans, and our colleges and universities owe an obligation to make clear that legal rights of the individual, such as presumptions of innocence and integrity, are basic sources of our strength on which free men must take a stand and face front.

We fail in this test—and fail utterly and abjectly—when we become frightened and unnerved by whispers and shadows; when we assume

that eternal vigilance requires that we become vigilantes; when we deny an auditorium to Bishop Bromley Oxnam because unfounded and unsupported charges have made him "controversial"; or when we refuse to listen to Aaron Copland's "Lincoln Portrait" music lest his alleged past affiliations somehow make Lincoln's words less moving or meaningful; or when our Government finds a civil servant named Wolf Ladejinsky trustworthy for security purposes of the Department of State but not for those of the Department of Agriculture; or when we establish visa restrictions so onerous and complex as to induce the International Red Cross to hold its convention in Canada rather than in the United States; in short and in Walter Lippmann's phrase, whenever we act as though we really believe that the best way to prove you are not red or pink is to act yellow.

These are times when we are all being challenged to examine and weigh with restraint, with moderation and with wisdom. As citizens of a democracy, we are—whether we like it or not—all of us required to accept responsibility for making decisions and determining values. If, as Plato has said, the essence of education is learning to like the right things, then I submit at least those we seek to educate in our higher institutions of learning should have a clear sense of the ground rules by which we live and by which we sort and choose in this kind of society—an understanding of how to evaluate objectively, how to consider soberly, and how to decide fairly. Yet these things are not only the essence of our Constitutional system but also the very heart of our entire legal process. For if the law does not teach the need for judging with cool nerves, a clear eye, and an open mind, then it teaches nothing else, and in a step such as is here proposed the law can, I suggest, help liberal education achieve its real and ultimate purpose described in these words of William James:

"What the colleges—teaching humanities by examples which may be special, but which must be typical and pregnant—should at least try to give us is a general sense of what, under various disguises, superiority has always signified and may still signify. The feeling for a good human job anywhere, the admiration of the really admirable, the disesteem of what is cheap and trashy and impermanent—this is what we call the critical sense, the sense for ideal values. It is the better part of what men know as wisdom."

Japanese Education Through Japanese Eyes

WALTER CROSBY EELLS

IT IS NOW over ten years since the end of the War with Japan and three years since the conclusion of the Occupation. One of the basic changes in Japan during this eventful decade has been the reorganization of the Japanese system of education in an effort to make it fit better the needs of a truly democratic Japan.

Opinions have varied widely during these years as to the wisdom, significance, and permanence of the many educational changes that have been made. It is of course much too early for any final evaluation but it is worth while even now to consider the opinions of leading individuals who have expressed themselves on the subject.

In the decade since the surrender hundreds of Americans—educators and others—have written about Japanese education. In the same period, also, between two and three hundred articles, monographs, and books on the subject, published in English but with Japanese authorship, have also appeared in Japan and America.

In the following pages are presented some two score brief statements by forty of these Japanese individuals expressing judgments concerning various aspects of Japanese education. The purpose here is to present brief glimpses and evaluations of Japanese education as seen through the eyes of Japanese themselves—ranging from the Chief Justice of the Japanese Supreme Court and various Ministers of Education to undergraduate Japanese students in America. Ministry of Education officials, university presidents and professors, other educational leaders, editors, and businessmen are all represented. Of course varied judgments are expressed. Most of them are favorable, but often with significant reservations.

The arrangement is chronological by years. The reader may thus get a progressive ten-year picture and weigh the significance of the differences between judgments expressed at the beginning and at the end of the decade.

Quotations have been taken from books and periodicals published in the United States and in Japan. References to these sources are given at the close for the benefit of those who may wish to read further the opinions of individuals compactly but sometimes inadequately represented by the brief statements quoted below.

These statements have all been taken from the author's forthcoming volume, *The Literature of Japanese Education 1945 to 1954* which will contain references and other information concerning more than 1500 publications in English with reference to Japanese education during this important period and quotations from more than 500 of them.

1946

"All of our recent mistakes can be traced for their origin to the erroneous methods of education. . . . There was no education worth the name in our country."—Kotaro Tanaka, formerly Minister of Education, and later Chief Justice of the Supreme Court of Japan.¹

"I would like to ask America not to deal with us simply from an American point of view. . . . We are still holding the ambition of having Japanese culture take part in future world civilization, and we believe this is possible if we receive Western culture more critically, deeply, and fundamentally than we have done since the beginning of the Meiji Era."—Yoshishige Abe, Minister of Education, in address to United States Education Mission to Japan.²

1947

"The misunderstood mission of education originated the War and led the country to the very brink of disaster."—Kotaro Tanaka, formerly Minister of Education, and later Chief Justice of the Supreme Court of Japan.³

"The rebuilding of youth is one of the most essential steps in the rebuilding of democratic Japan. . . . We are confronted in part with a kind of educational salvage problem, for the human material which constitutes our youth is too valuable to waste and we cannot afford running the risk of a lost generation."—Tatsuo Morito, Minister of Education.⁴

"So far there is no definite goal marked for educational reform. . . . The recent teachers' union movement disclosed the irrationality of considering education as a divine calling. . . . The success or failure of the proposed educational reform . . . lies in the hands and consciences of the educators."—Masaya Munekata, Lecturer, Tokyo University.⁵

"When in the near future these reforms will have been completed, a modern and clear cut school system . . . will have been established. . . . Whether these results will actually be achieved or not will depend on

whether the spirit of the new reforms is implemented or not."—Takiomi Kaigo, Professor of Education, Tokyo University.⁶

1948

"Reorientation and revamping of the Japanese educational system would constitute the minimum essential for the program of democratization."—Chitoshi Yanaga, Professor of Political Science, Yale University.⁷

"Unless some measures be devised to adjust educational conditions to normalcy, the nation will be in danger of fatal retrogression in the following quarter century."—Students Round Table, Tokyo.⁸

"In principle, the way is now open for every Japanese to learn and to better his status in life, but, of course, the program is now only an ideal."—Yasaka Takagi, Director, Library, Tokyo University.⁹

"In the past, no universities and colleges were open to women in this country. . . . Such discriminations in the education of young people were abolished by the reform of the school system in April 1947."—Kikue Yamakawa, Chief, Women's and Children's Bureau, Ministry of Labor.¹⁰

1949

"The reconstruction of her education is the first and foremost condition of Japan's revival and future development. . . . Japanese universities play a vital part in the solution of the urgent problems, both spiritual and material, which confront their nation, and their course will determine the destiny of her people."—Shigeru Nambara, President, Tokyo University, at First National Conference on the Occupied Areas, Washington, D.C., December 1949.¹¹

"Needless to say, the contribution made by the missionary schools to the advance of modern Japanese education has been of considerable magnitude."—Antei Hiyane, Professor of Comparative Religion, Aoyama Gakuin University, Tokyo.¹²

"In America, a student can raise his hand and question a professor's statement. In Japan, that was unthinkable."—R. Y. Nishiyama, former Kamikaze pilot, holding a scholarship at Lafayette College, established by the insurance of an American GI killed in the Pacific.¹³

1950

"In these brief four years, our educational outlook has completely altered. . . . I must admit . . . we have been guilty of some confusions and

failures, and we have been unable as yet to reap our harvest."—Teiyu Amano, Minister of Education, in address to second United States Education Mission to Japan.¹⁴

"You who are visiting us for the second time now will no doubt be surprised to find how the seeds you sowed five years ago are now growing and bearing fruit."—Shigeru Nambara, President, Tokyo University, in address to second United States Education Mission to Japan.¹⁵

"Of greater significance for the future is the provision of wider educational opportunities for women."—Shina Kan, Professor, Japan Women's University, Tokyo.¹⁶

"The economic condition of students today is the worst in the past seventy years of educational history."—Givē Shiba, Chief, Students' Welfare Section, Tokyo University.¹⁷

"It is interesting to note that teachers and parents are mostly in favor of it, whilst a large majority of the pupils are against it."—Shigeru Uye-hara, Editor, *Democratic Japan*, in reporting on survey of opinions with reference to coeducation three years after its adoption in the schools.¹⁸

"The education of tomorrow should be aimed, first and foremost, at making good citizens."—Shinjiro Kitazawa, American-educated Professor of Economics, Waseda University, Tokyo.¹⁹

"The University is no longer what it was a few years ago; lost completely is the warm tie between students and faculty members" on account of "admission of the Soviet-styled freedom and peace" among the students.—Michio Takayama, Professor, Tokyo University.²⁰

"Today, five years after the War, . . . teachers and librarians with new ideas are born and those who are taking a leading part in various districts in Japan number several hundreds."—Tsunenobu Fukagawa, School Library Specialist, Ministry of Education.²¹

"Compared with the present state of Japanese sociology, American sociology can only be envied."—Kunio Odaka, Professor, Tokyo University.²²

"The tide of history has brought Japan to its knees and compelled it to undertake a thorough soul-searching. . . . I believe that it was a good thing that Japan was defeated."—Hachiro Yuasa, President, International Christian University, Tokyo.²³

"It is my sincere hope and desire that this university may become a center and mainstay for bringing up Japan and the Japanese people into a nation worthy to gain the affection of the entire world permanently."—Hisato Ichimada, Governor of the Bank of Japan, speaking of the new International Christian University.²⁴

"A Christian University in Japan such as we need and dream about will be a potent factor in the spiritual, social, and educational rehabilitation of suffering Japan."—Toru Matsumoto, Professor, Meiji Gakuin University, Tokyo; author of *A Brother Is a Stranger*, *The Seven Stars*, etc.; commenting on the new International Christian University.²⁵

1951

"By the providential defeat of war, we have been able to rescue education from the hands of professional soldiers and bureaucrats. But in spite of the devoted guidance and kind assistance of SCAP it is still in peril from the threat of Communism."—Kotaro Tanaka, formerly Minister of Education, and later Chief Justice of the Supreme Court of Japan.²⁶

"Japanese scholars and educators alike are now fully conscious of our weaknesses and are trying to stimulate them by adopting your more positive and rational approach."—Genpachiro Konno, Professor, Tokyo University.²⁷

"A new world is today opening to women, who are now working patiently and diligently, to fill their place in it. . . . As long as there are some people in Japan who have a vision and faith in democracy and children, they can move the country inch by inch toward democracy."—Kimi Hara, Instructor, Tsuda College, Tokyo; graduate of University of Michigan.²⁸

"The cultural interchange between America and Japan must be appreciated as a contribution to the universal cooperation in the field of culture, where all the nations in the world should stand aloof from envy, jealousy, antagonism, or subordination to one another."—Kotaro Tanaka, formerly Minister of Education, and later Chief Justice of the Supreme Court of Japan.²⁹

"In Japan for the past few years there has been a strong, nationwide movement consonant with the aims and ideals of UNESCO."—Takeshi Haruki, Professor of International Relations, Aoyama Gakuin University, Tokyo.³⁰

"What Japan needs is science that would help feed the country. . . .

What I learned in the States was not the solution to this problem but the wonderful results of an ideal integration of science, technology, and commercial enterprise. . . . Isn't there a way [in Japan] to get the university professors and the industrial managers together to talk to each other?"—Masao Yoshida, Member of the Japan Science Council Secretariat, after a year of study at Johns Hopkins University.³¹

"It is my hope and desire that our educational system in Japan, as it has been slowly reorganized since 1947 with the cooperation of America, may provide all the boys and girls of New Japan with some of the many rich opportunities that are just taken for granted by the youth of America."—Shiro Matsuoka, Japanese student in a New Jersey high school.³²

"The most significant change under the Occupation was that teachers gained freedom to plan their curriculum for their own schools, and also the freedom to choose textbooks they thought best."—Yonekichi Akai, Director, New Education Association of Japan.³³

1952

"Most of the educational reforms in Occupied Japan were based on the report of the United States Education Mission to Japan. No document in the world has ever had such a great influence over a nation's education. . . . To realize democracy in education, under the new system, will take a long time and much effort."—Mitoji Nishimoto, Professor of Education, Seikei University, Tokyo.³⁴

"During the last seven years, American education gave an unprecedented influence on the education of Japan."—Takiomi Kaigo, Professor of Education, Tokyo University.³⁵

"The problems of students and universities have come into the limelight, as the political implications of students' activities have become noticeably intensified."—Fumio Fukui, Member of editorial staff of *Asahi Shimbun*, leading Tokyo newspaper.³⁶

"Educational sociology in Japan has grown rapidly since the War. In its development, the American influence is quite obvious."—Tatsumi Makino, Professor of Educational Sociology, Tokyo University.³⁷

1953

"1952 was a year of great significance in the history of Japan's new education in that her education, which had been under the Occupation of the Allied Forces since September 1945, began to make its own way with complete independence."—Japanese Ministry of Education.³⁸

"The number of teachers well enough qualified is very small, and this insufficiency, both in numbers and in quality, is endangering the foundation of the new education."—Hideo Nakahara and Genji Takahashi, Professors, Meiji Gakuin University, Tokyo.³⁹

1954

"Education cannot remain independent of political or economic developments."—Hiroshi Suekawa, President, Ritsumeikan University, Kyoto.⁴⁰

"Junior colleges in America are very well equipped indeed. With them, our new system universities do not compare at all."—Risaburo Torikai, President, Kyoto University, in a report to his faculty after a visit to the United States.⁴¹

"We have two major educational problems: one is the economic difficulties arising from establishing too many boards of education. . . . The other is the political difficulties coming from the positive movements of the Teachers' Union."—Jintaro Kataoka, Counsel, Ministry of Education.⁴²

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The Effect of a Final Warning Extension on Academic Performance

JOSEPH W. SHEEDY AND PAUL L. DRESSEL

ALL COLLEGES and universities are faced with the problem of deciding when a student will be dropped from school if his grades are below what is considered a satisfactory performance. A particularly critical point is faced when there is a distinction between the first two and the last two years of work and a definite action has to be taken in transferring these students from a lower division to an upper division. At Michigan State College it has been the practice since 1944 to transfer no student from the Basic College, which comprehends the first two years of work, to one of the Schools unless the student has a C average. It would have been possible and, in fact, it is the practice in some other institutions to permit the students to be transferred to the advanced program with somewhat less than a C average. Regardless of what dividing line is set, however, a problem arises in that a number of students will fall just short of meeting the specified qualifications.

Over a period of time the experience in the Basic College was that each year there was a troublesome number of students who had during their first two years been reasonably close to but always below a C average. Frequently within the preceding quarter or so they raised their point average so that it was very little below the required C average. It seemed appropriate and it had been the practice to permit such students to have one additional quarter in which they might continue in the Basic College, attempt to make up their deficiencies, and arrange for transfer to an upper school program of their choice. If in this additional quarter the students made no gain or ended up with a greater deficiency, there was little problem in disposing of their cases. However, some of these students were found to make a definite improvement in their status, although still short of the required C average. A study of these cases suggested that quite commonly the students on the one-term extension received no special assistance in planning their programs, and that often one of their major difficulties was to be found in the grades received in one or two courses taken early in college in a since rejected major. For example, a student who started in Engineering might have received F's or D's in Mechanical

Drawing and Descriptive Geometry, but have given up that major and now be attempting to qualify for Business Administration. After study of the situation, it seemed rather doubtful that low grades in courses quite irrelevant to the student's present intentions should be permitted to keep him from continuance in school.

After extensive deliberation, it was decided that a somewhat revised program should be tried in relation to his extension of the stay in Basic College. Under this revised program the first step involves giving more careful attention to all students given a one-term extension in the Basic College. In particular, the attention of the student is called to the services of the Counseling Center and he is encouraged to re-examine his study habits, his major, and his purposes for being in college. Faculty members enrolling such students are urged to have these students repeat courses in which they had incurred F or D grades, since raising the grade in such courses to a C is far more beneficial in achieving a C average than is taking other courses in which A's or B's must be obtained to balance the F's or D's. If on the final warning term the student still has not attained the C average for transfer but has definitely improved his status, he may be given a final warning extension, that is, a second term beyond the one in which he reached junior status. During this second probationary term a student's records are referred to the School of his choice and an agreement is reached regarding credits not acceptable to that School. Any credits earned during the time in Basic College which are considered not acceptable for transfer to the School are not counted towards graduation nor in the grade point average of the student for and after acceptance into the School. If the student does not attain a C average with 92 or more term credits at the end of the second probationary term, he is asked to withdraw from college.

Obviously, the intent of the course elimination provision is not wholesale elimination of courses in which poor grades were obtained. On the other hand, by regarding such courses as acceptable as electives, the provision, in practice, might result in the elimination of none of them. In fact, as later evidence will show, no large number of courses has been dropped for any student. It should be noted that there are also occasional cases in which such courses have been dropped when A's and B's were involved simply because they could not be fitted into the student's present program. An illustration of this latter situation is found with the student who after two years in a liberal arts pro-

gram wishes to transfer to Engineering. Such a student would almost certainly lose some of his credits because he would not be able to complete the Engineering requirements in two years.

The descriptive preliminaries being completed we may turn to a consideration of some of the results of the final warning extension.

Table 1 shows the distribution of juniors in the year 1951-52 for each of the fall, winter, and spring terms. Approximately 24 per cent of the juniors during this period did not qualify immediately for an Upper School.

TABLE 1
DISTRIBUTION OF JUNIORS, 1951-52

	Transferred to Schools	Placed on F.W. 1	Placed on F.W. 2
Fall 1951	509	148	95
Winter 1952	451	80	108
Spring 1952	1094	161	45
Total	2054	389	248

Table 2 shows the distribution of the students after the completion of their final warning term. Thirty per cent of the final warning 1 students qualified for Upper School admission in the one additional term. Sixty-two per cent made satisfactory improvement and were given the final warning extension, while 8 per cent were asked to withdraw.

TABLE 2
DISTRIBUTION OF F.W. 1 STUDENTS DURING THE YEAR

	Total	Voluntary Non- Return	Trans- ferred to Schools	Cont. on F.W. 1	Cont. on F.W. 2	With- drawn
Fall 1951	148	18	30	1	95	4
Winter 1952	80	8	20	—	43	9
Spring 1952	161	23	56	—	71	11
Total	389	49	106	1	209	24

Table 3 shows the disposition of the final warning 2 students during the year. Disregarding those students who voluntarily did not return to school, it is seen that 55 per cent of the students qualified for the Upper School at the end of the second probationary period and 45

per cent of them were asked to withdraw. In some respects the voluntary non-return category is a misnomer, for what happened in many cases was that young men who did not qualify for admission to an Upper School were not continued on a deferred status by their draft boards.

TABLE 3
DISTRIBUTION OF F.W. 2 STUDENTS DURING THE YEAR

	Total	Voluntary Non-Return	Transferred to Schools	Withdrawn
Fall 1951	95	7	59	29
Winter 1952	108	12	45	51
Spring 1952	45	5	19	21
Total	248	24	123	101

The group of 123 juniors transferred to an Upper School after the final warning extension term selected Business and Public Service and Science and Arts programs to a much greater extent than the technical fields. None of the group changed school preference after entering a School, although a few made a change of major within the School. Most of the students in this group were found to have low average ability or better as indicated by the American Council on Education Psychological Examinations. This is not surprising because such evidence of ability was commonly part of the reason why the students were given the additional opportunity to qualify for admission to the Upper School and it was also a factor even in the first final warning extension. While normal progress through the Basic College would take six terms, this group averaged about nine terms because of reduced programs of work, repetition of courses to raise grades, and irregularities in program due often to transfer of credits.

It was of interest also to look at the performance of these students on Basic College examinations. In the Basic College, term-end examinations count for 50 per cent of the student's final grade. On the average over the Basic College, students tend to do a little better on the examinations than they do in the 50 per cent of the grade which they receive from their instructor. For this particular group, however, the picture was reversed and it would appear that part of the reason for this group of students falling behind scholastically was found in their examination grades. While it was not possible to separate out the effects of the examination in other than Basic courses, the student com-

ments suggest that the same picture was true but less weight was given to the examination in determining the final grade. However, the over-all performance of these students in courses other than Basics was no better than in the Basic courses. Indeed, the improvement of their grades in the latter part of their Basic College career would appear to be largely a result of enrollment in some of the more advanced and smaller classes where the role of examinations was minimized in determining grades.

About 90 per cent of the group repeated some courses in order to raise their grades and the average number of credits repeated was found to be 12. On the average, this repetition of courses raised the student's standing $1\frac{1}{2}$ points per credit repeated. Fifty-six per cent of the group arrived at an agreement with the Upper School such that some credits of unsatisfactory work not pertinent to their major were deleted. On the average the number of credits deleted was 6, and in this way the students acquired an additional 8 points toward the required C.

An analysis of this group at the close of Winter Quarter 1954 showed that 82 per cent of the final warning extension group had either graduated from the Upper School of their choice or were still in school with satisfactory work and considered as potential graduates within the next term or two. Fifteen per cent of the group had not continued in school, although most of these had better than a C average and had left voluntarily or were called into the Armed Services. Only 3 per cent of the group had been asked to withdraw. Undoubtedly, some of the students who withdrew will return and complete their degree at a later date. Making allowance for the withdrawals and including the successful one-term extension students, it is a reasonable estimate that 50 per cent of those students who reach the junior year having less than a C average can be salvaged and ultimately receive degrees. Reduced schedules, repetition of courses with low grades, some discounting of irrelevant courses resulting from poor choices of major at the time of college entry, and permission for an extra term or two beyond the usual time for qualifying for admission to the Upper School are the policies which seem to be effective in bringing about these results.

Developing a College Orientation Program

WALTER J. MEHL

THIS PAPER explains the development of an orientation program at a small college over a four-year period. Of course, the program did not start from scratch and now, four years later, it is not fully developed. Further improvements will have to be made as more questions are asked.

And the questions are numerous. Should an orientation program be designed for all students? for new freshmen? for new transfer students? Should it be conducted prior to registration? after registration? or both before and after registration? How long should it be? Should it be co-ordinated with the faculty advising program? Should academic credit be given for an orientation program that extends into the semester? Should members of the administration, the faculty and the student body be used in carrying it out? Should it have some other name such as "New Student Days"? What events, activities, and meetings should be included in it?

Most of the questions cannot be answered simply or finally and a good many of them are so closely related that they cannot be treated individually. The purpose here is not to answer each of them, but rather to suggest answers by explaining how the program at a small liberal arts college has evolved over a period of years.

THE STARTING POINT

"Testing, Tours, and Teas" might have been the title for the orientation program at Harpur College four years ago. It was a program designed specifically for new freshmen. Transfer students were few in number, and those that came had to orient themselves.

A major portion of the four-day orientation program (ending with the day of registration) was given over to a battery of tests and inventories. Unfortunately, much of this was wasted effort because most of the results were filed away and seldom used. It was a boring experience for many students because they had taken these tests and inventories before.

Students were shown about the campus and during the tour were briefed on campus activities. The tour continued to be an important

feature of the orientation program, but students were not able to get acquainted with the activity program of the college during this casual overview.

Freshmen were expected to attend teas and because they knew these affairs were "musts" they usually went, but against their wishes. I will not argue the advisability of college students' experiencing this phase of social life, but I question the advisability of making it a large part of early college experience. The teas gave social clubs an opportunity to explain their organizations and their activities to the new students, and were to that extent desirable.

FIRST CHANGES

Should we try to orient new students transferring to our college with advanced standing? An introduction to the campus and student activities would be good for them if it is good for new freshmen. But what about the testing program? Will they resent what they may regard as freshman treatment? We compromised and invited them to participate on a voluntary basis.

But now our printed program could not feature the "Frosh" title. "New Student Days" was substituted and it has stuck. Orientation, however, is still the easiest one-word explanation of the program and it will be used in this paper.

One of the primary tasks in reorganizing the orientation program was in the field of testing. Assuming that tests should only be given when there is a direct need for the information to be gained, we first had to find out what information gained from test results was desirable.

It was agreed that we should have some estimate of the new students' academic ability, in addition to the high school record, for counseling purposes. Because the college was sometimes using the A.C.E. test for entrance requirements, it was decided that all entering students who had not already taken the A.C.E. test at the college should do so during New Student Days. The personnel counselors also agreed on the advisability of having some measure of the student's reading ability, and as the freshman communications instructors also wanted this information it was decided to include the Cooperative English Test.

As a further aid to counselling it seemed advisable to have information available regarding students' interests and personality adjustment.

The consensus was, however, that mass administration of these tests during the orientation period would not always insure as accurate results as might be gained by administering the tests individually when students came to the personnel office or were referred there for counselling. Then too, it seemed that some confusion on the part of the new students could be eliminated if they were not subjected to an extended period of testing during orientation.

The desirability of having new students become well acquainted with the college campus in these first days was not questioned, but the previous means of accomplishing this was. Therefore, instead of being taken about in large groups, the entering students were placed into smaller groups of eight to ten. Instead of having the groups guided by members of the personnel staff, we asked upperclass students to help. This was the first use of students in the orientation program and the first planned step in the greater use of them during the entire orientation program. The student leaders were provided with mimeographed check lists which enabled them to tour the entire campus thoroughly.

The improvement of social orientation was accomplished not so much by change as by expansion. Instead of having one tea for all new students, two social events were planned. Women students were invited to an afternoon tea at which upperclass women and women faculty members served as hostesses. During this tea the women's social organizations were explained by officers of the social clubs. An evening smoker was arranged for the new men students with a similar plan for hosts and social group introductions. The smoker was supervised by the athletic department, and a major portion of the program was devoted to the athletic program of the college.

The convocation that opened the orientation program each year was continued, but its form was changed. The short welcoming address by the president of the college and brief introductions of various administrative officers were retained, but lengthy explanations were eliminated. For instance, an explanation of necessary financial arrangements was removed from this convocation and placed on another program offered later in the week. Also eliminated were explanations by the registrar and the advisers of student activities. A special convocation on student activities was arranged for another time.

The opening convocation was thus shortened considerably, but it

was kept from being too brief by adding some features. The president of the student government was asked to welcome the students and to explain student government at the college. The president of the senior class also addressed the students, explaining class organization and elections.

Two additional meetings for all new students were arranged. A student activities convocation presented an opportunity for advisers to explain the activities they guided and to indicate the possibility for new students to enter each activity. A "Dean's Meeting" was organized to help acquaint students with the advising system and the procedure for registration. There was also an explanation of degree requirements, major requirements, and the program of electives. At this convocation necessary explanations were made by the registrar and the finance officer.

THE THIRD YEAR

The central idea in preparing for the next year's orientation program was to make use of upperclass students to a far greater extent than had been done before. Students were included in the planning as well as the operation of the program. The United Student Government was asked to select a student chairman and six committee members, who met with the student personnel staff shortly before the close of the college year for advance planning. Additional committee and subcommittee meetings were held later in the summer for more detailed planning and arrangements.

The opening convocation was left essentially unchanged in content, but the chairman of the Student Orientation Committee became the moderator in place of the Dean of Students. This change was also made for the student activities convocation but not for the Dean's Meeting.

The student activities convocation was improved by having explanations of all student activities presented by students who had taken part in these activities. These student speakers were urged to confer with the activity advisers in preparing their statements, but the advisers were not on the convocation platform.

The two major social functions of the orientation program, the women's tea and the men's smoker, were continued as in the previous year. A significant addition to the social program was made when the students organized a "coke dance." This affair was held in the afternoon and upperclass students served as hosts and hostesses.

Another significant change in the orientation program was accomplished by making greater use of the student tour leaders. In addition to escorting students about the campus, these upperclass students had the responsibility of introducing the new students to their faculty advisers. All students assigned to a particular freshman adviser were put in the same tour group. The student group leaders introduced the new students to their advisers in an assigned room after the Dean's Meeting, and took part in the informal group discussion with the adviser. As these group meetings took place immediately after the Dean's Meeting there were plenty of topics for discussion. At this group meeting the adviser made individual appointments with his advisees to discuss their programs for the coming semester.

At the suggestion of the Student Orientation Committee, weekly meetings were scheduled for the new students, to continue the orientation program through the first six weeks of the semester. To enable all new students to participate, two class periods were set aside and the freshmen were informed that they were expected to attend. Students were provided with attendance cards, which they signed and turned in at the close of each lecture. Students who were absent from a session were called in by the personnel staff for a conference, which resulted in a minimum of absentees during the rest of the program.

The weekly orientation meetings were conducted by the Dean of Students and were devoted largely to lectures and discussions of study habits and college adjustment. One faculty member from each of the three divisions of the college, the Humanities, the Social Sciences, and the Sciences was asked to participate. A member of the student government also participated in one of the meetings.

At the close of the sixth meeting the students were asked to complete a short questionnaire. The primary purpose of this questionnaire was to learn the reaction of the new students to orientation lectures which continue into the semester and to get their suggestions. The questionnaires were not to be signed.

While complete statistics cannot be presented here, the following points, clearly indicated by the majority of the students, seem pertinent: (1) The extension of the orientation program into the first six weeks of the semester was desirable but the meetings should not be continued for a longer period. (2) Upperclass students should participate to a greater extent. (3) Faculty members should also take a more active part. (4) Students should have greater opportunity for discussion, perhaps in smaller groups.

The most significant conclusion of this questionnaire seems to be that the students felt that the orientation program was extremely helpful and that it should be continued with desirable improvements as suggested.

THE FOURTH YEAR

The Orientation Committee felt that certain events in the program that were not found to be especially undesirable should be left essentially the same for two or more years. Then it would be possible to concentrate on specific phases each year and in this way strengthen the total program. No changes were made in the fourth year in Orientation Committee organization, the opening convocation, the Dean's Meeting, the women's tea and the men's smoker, and the program of testing.

The two areas marked for reorganization were the student activities convocation and the weekly orientation meetings that continue into the semester. A freshman camp had been discussed for a couple of years, but because of the lack of good physical facilities did not seem feasible. In the course of this year's Orientation Committee's discussions it was suggested that a modified version of the freshman camp be established. A day camp, devoted largely to student activities, was therefore planned, and the student activities convocation was eliminated. Arrangements were made for the use of a YMCA camp within twenty miles of the college. The student government granted funds to cover expenses and no charge was made to the new students. Attendance at the camp was not compulsory but about fifty per cent of the new students took advantage of this opportunity.

The Day Camp program was built around periods for discussion of student activities of the college. These discussions were led by teams of upperclass students who had played prominent roles in the various activities. Leadership teams were organized to discuss music organizations, dramatic activities, debate, publications, athletics, and foreign language clubs and other academic interest groups. In addition to these discussion periods, ample time, facilities, and equipment were provided for recreation. Faculty and administrative staff members who regularly served as advisers to these student activities accompanied the groups and served as resource counselors. The advisers were available at all times but did not attend all meetings.

In the other area, the weekly orientation meetings, there were

two major suggestions for improvement: greater use of faculty members and smaller groups for the meetings. Instead of dividing the group into two large sections, each of over one hundred students, numerous sections were established of approximately fifteen students each. As the creation of a large number of small groups meant the use of more leaders, this fitted in well with the desire to use more faculty members. All orientation meetings were scheduled at the same time each week during a free period. This made it possible to have all students and faculty available with plenty of free classrooms.

The Dean of Students, with the help of the personnel staff, drew up a list of prospective faculty group leaders, all of whom agreed to take part in the program. During the orientation week and prior to the first weekly meeting of the groups, the Dean of Students met with these faculty members. Mimeographed material was distributed to provide topics for discussion at the six meetings, such as: study habits, examination preparation and writing, reading and outlining, requirements for the college degree, and the aims and purposes of the general education program. In addition, faculty members were urged to invite upperclass students and administrative staff members for guest appearances.

Near the end of the last group meeting the students were asked to complete a questionnaire. They were not advised in advance that they would be given a questionnaire and because they all completed it at the same time they were not able to discuss the questions among themselves. A brief explanation on the mimeographed questionnaire encouraged them to give honest and thoughtful responses to the five questions on the sheet to aid in the continued improvement of the program for following classes of new students. In addition to the five questions, a space was provided at the bottom of the page for additional comments. Signatures were not required.

The first question asked the students if they felt that the series of meetings had been worth while. More than eighty per cent of the students stated that they felt the meetings had been worth while, and many of them supported this opinion with brief statements. Slightly more than ten per cent of the students reacted unfavorably to these meetings and the remaining nine per cent did not present an opinion. While a large number of reasons were given to support the value of the program, most of the statements emphasized the fact that the students had had an opportunity for informal discussions with a

faculty member who not only "knew the ropes" but was willing to listen to the student's point of view. The students who felt that the meetings were not worth while were concentrated in two sections, and a number of them expressed belief that the meetings could have been worth while if they had had a faculty discussion leader interested in the program.

The second question asked the students their opinions regarding the most desirable number of meetings. The great majority indicated that the present number of meetings (six) was about right. More students suggested fewer meetings than those who recommended more. A number of the students approved the same number of meetings but wanted them longer than the present thirty-five minute sessions.

Next, the students were asked their opinion as to the most desirable weeks in the semester to hold the lectures. More than two thirds felt that the best time was during the first six weeks of the semester. Just a few thought that all the meetings should be conducted in the days prior to the beginning of the semester, and a small number thought that it might be best to arrange them during the middle of the semester. Perhaps the most interesting idea presented was that of stretching out the meetings over a longer time by having them every other week. This would extend the meetings to midterm, when the students might have new reasons for serious discussion.

The fourth question asked for opinions as to the most helpful features of the orientation meetings. The subjects mentioned most frequently were study habits, grading and the credit system, instructors' expectations of students, aims of the college, and how to prepare for and write examinations. It was interesting that the majority of the students spoke very little of the student activities program, but this may be accounted for by the fact that only a few of the instructors invited an upperclass student to discuss student activities at one of the meetings.

The fifth question asked for suggestions as to new topics that might be discussed. There were no new ideas in terms of the discussions that went on under the various faculty members, and from the suggestions made it was evident that all faculty members did not cover the same material. It may be desirable to supply faculty leaders with a suggested agenda as well as with more discussion material.

Among the comments was the suggestion that the students be provided with mimeographed material for the discussion sections. The opinion was often expressed that there would have been more points

of departure for discussion if they had had some material in front of them to be generally considered. Most of the other suggestions were in terms of the mechanics of the program.

At the conclusion of the discussion series an evaluation meeting was held with the faculty leaders. Everyone agreed that this had been a worth-while experience of real value to the new students. The suggestions for improvement of the program made by the faculty members were not essentially different from those contributed by the students.

FUTURE CHANGES

The Student Orientation Committee for next fall will be appointed this spring. They will have an opportunity to review again the entire orientation program with the intention of making changes they deem necessary. They will have the benefit of the results of the questionnaire given last fall and the summary of suggestions coming from faculty, staff, and upperclass students who participated in the program last year. It seems likely that some changes may be made in the program.

1. It has been suggested by a number of people that the Orientation Committee be increased in size to include a few faculty members, preferably orientation meeting leaders, in addition to the present representation of the student body and the administration.

2. Undoubtedly there will be considerable discussion and some revision of the day camp program. All indications are that the committee will want to continue the day camp. Steps may be taken to see that the upperclass student teams do more advanced preparation for the group meetings. Additional student activities may be included in the program. Apparently the dateless dance that was held in the college after the students returned from the camp will be continued, although some changes may be made to improve it.

3. Another large part of the orientation program that will undoubtedly be discussed and perhaps changed relates to the orientation meetings that continue into the semester. It is possible that arrangements may be worked out whereby freshman advisers not only meet their students during orientation days in a group with a student leader, but that these advisers continue as orientation group leaders. It is possible that upperclass students assigned to these groups may continue as assistants to the adviser during the orientation meetings for the next six weeks.

Use of Keysort in the Registrar's Office

D. W. KERN

THE COLLEGE registrar is always faced with the problem of easing the burden of handling the pile of records which come to his office every day and making available the information contained therein. For many years each registrar had to struggle with the problem on his own or in consultation with fellow registrars or office equipment salesmen. The booklet, *Machine Equipment for Efficient Office Operation*, recently published by the American Association of Collegiate Registrars and Admissions Officers is a big step in the direction of providing the registrar with up-to-date information on equipment and processes which can be of vital assistance to him.

This paper is an attempt to help further by describing in detail the use which one institution makes of one of these systems. It is recognized that the requirements of colleges and universities differ widely so that no other registrar can be expected to adopt these practices without first adapting them to his own unique needs.

The University of Bridgeport is an urban university with a full-time day enrollment of about 1300 students and a somewhat larger part-time evening enrollment. We introduced the McBee Keysort system in the registrar's office in the summer of 1952. We have modified our use of the system considerably as we have gained experience in its use, and continue to look for ways of improving our methods. We do not feel, with our present enrollment, that the system is too cumbersome.

The McBee Keysort system makes use of a card which has a series of holes around its periphery, and can be used either for a direct sort or a coded sort. In a direct sort each hole is used for some pertinent data which can be classified on an either-or basis, *i.e.*, sex, veteran status, marital status, etc. One pass of the keysorter thus separates the cards into two groups, male and female, veteran and nonveteran, married and single, etc.

A coded sort is used where the information can not or should not be set up on the either-or basis. In a coded sort the information is classified according to a numerical code number which is punched on the card. In order to tally the number of persons in each major we key-

sort the cards so that they come out in numerical order of codes. It is then a simple matter to count the number of cards in each category. Actually, this information could be obtained on a direct sort basis as well. The determination of when to use a direct sort and when to use a coded sort depends upon the frequency with which the information will be needed as well as the amount of information required.

In our operation we make use of the following McBee equipment: keysorters, hand punches, the groover, and the electric card punch. The keysorters and hand punches are purchased while the groover and the electric card punch are rented. Equipment costs are very small.

To-day we use McBee in three major areas: registration, admissions, and records. Five different cards are used: the appointment card, the registration pad, the class card, the statistical card, the tally card. We are also using a McBee form for the permanent record card; but a number of years will elapse before we get the benefit of the system in that area, since the McBee form is being used only on new registrants, and it will be several years before students whose records appear on older forms graduate.

APPOINTMENT CARD

Each student at the University is assigned to some member of the faculty who serves as his adviser. For registration, he is given a specific day and hour appointment with his adviser at which time his program is scheduled. For registration purposes each student has a duplicate McBee card containing his name, the name of his adviser, and his appointment time. This information is punched in by the electric card punch. One card is filed alphabetically by the name of the student, the other by the code number of the adviser. The first set of cards enables one to know when and whom a given student sees. The other set enables one to check the adviser's schedule of registration appointments. By punching the available information on the cards we are able to facilitate alphabetizing the cards both by student name and by faculty code as well. It is also possible to break up the cards and sort in terms of days and hours. When a student has registered it is a simple task to remove his cards from the active files and thus keep a running check on the progress of registration.

While it is true that many of these things can be done by list (and in fact we used that method for many years) the card system gives

greater flexibility. Cards can be added much more readily in proper sequence than on a typed list and names can be removed just as easily, thus keeping the file up to date. It is simpler and more accurate to count a pack of cards than to count a list with its strike-outs and interlineations. Many cards can be used at succeeding registrations with only minor alterations whereas the other method requires a new list each time. If desired, lists can be made from the cards.

THE REGISTRATION PAD

Our original registration pad (Fig. 1) combined the student's schedule and a statistical card. As this has not proved to be a satisfactory combination, the registration pad is no longer used for statistical purposes. The advantages of the McBee registration pad lie in the ease and rapidity with which the programs can be alphabetized after registration. Hand alphabetizing required the services of a clerk for 10-12 hours while the Keysort system enables us to do the same job in less than two hours. While the McBee pads are more expensive than other printed forms, the fact that a clerk is not tied up with a routine task at a time when all the clerks are extremely busy justifies the use of the more expensive form.

THE CLASS CARD

Our McBee Class Card is a quadruplicate form (Fig. 2). Instead of using a carbon paper insert, sheets are "wax spotted" with carbon so that all information is reproduced on each card. Class cards are first run through an addressograph which stamps on the card the department and course number designation, section number, number of credits, and a master code number. The master code number remains the same for a given section number of a given course regardless of the semester. This master code number is cut into the cards by means of the groover.

When the student gets his class card in the registration line he fills in certain information: his name and the name of his parent, his student number, his age, the address to which he wishes his grades to be sent, and his adviser's name. The top copy of the class card is retained by the student, who in turn presents it to the instructor as his class admission slip. The instructor is thus enabled to make up his rollbook immediately. The remaining cards are collected by the Records Office, sorted, and used to prepare class lists.

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FIGURE 1. THE REGISTRATION PAD

[illegible]

FIGURE 2. THE CLASS CARD

At the end of the semester the records office sends the class card (now in triplicate since the top copy has been used) and a copy of

THE TALLY CARD

The Tally Card (Fig. 4) is a single card used by the Admissions Office for statistical purposes. As each student applies, a Tally Card is prepared for him. At that moment the card contains such information as name, address, program for which applying, high school from which graduating, sex, whether residence accommodations are requested, veteran status, and college from which transferring. As the processing of the application is continued other pertinent information is added and is coded: accepted, rejected, withdrawn, conditions of admission, payment of fees and deposits, etc. This card has made it possible for the Admissions Office at any time during the year to provide extremely detailed information for deans, program directors, and residence co-ordinators with a minimum of work and delay. The system has cut the time required to make a full report on one thousand applicants from ten hours to about two hours. Only the keysorter and the hand punch are used by the Admissions Office since not more than twenty or thirty cards are processed in the course of a day. The realphabetizing of the cards is a minor task.

OTHER USES

Are there other tasks in the Registrar's office in which the McBee Keysort system can be of value? While needs and philosophies differ

AC R J WD YF PB 12 YR NS BP M V D										STUDENT'S MAJOR										STUDENT'S NAME										STUDENT'S									
TWO YEARS										FOUR YEARS																													
01	Acc't.	()	21	A. & S.	()	41	Bus. Adm.	()	61	Engr.	()	NAME _____																											
02	Ad-Sell.	()	22	Biol.	()	42	Acct.	()	62	I. E.	()	ADDRESS _____																											
03	Business	()	23	Econ.	()	43	Econ.	()	63	Mech. E.	()																												
04	Com. Art.	()	24	Engl.	()	44	I. R.	()	64	I. D.	()																												
05	Fash. Mer.	()	25	French	()	45	Journ.	()	65		()																												
06	Gen. Ed.	()	26	Hist.	()	46	Mktg.	()	66		()	DATE APP. _____										SERIAL _____																	
07	Journ.	()	27	Journ.	()	47		()	67	Nursing	()	H. S. _____																											
08	Jr. Engr.	()	28	Music	()	48		()	68	Gd. Nur.	()	ACTION _____										DATE _____																	
09	Mar. Rel.	()	29	Pol. Sci.	()	49	Education	()	69		()	ENGL. A. _____										ED. A. _____																	
10	P. M. T.	()	30	Psych.	()	50	Sec.	()	70		()																												
11	D. H.	()	31	Soc.	()	51	Elem.	()	71		()																												
12	Ex. Sec.	()	32		()	52	Bus.	()	72		()																												
13	Lag. Sec.	()	33		()	53	D. H.	()	73		()																												
14	Mad. Sec.	()	34		()	54	Music	()	74		()																												
15		()	35		()	55		()	75		()																												

FIGURE 4. THE TALLY CARD

in various institutions of higher learning it would appear that there are several additional places where the McBee system might be of value. We at the University of Bridgeport are studying the problems

involved in the use of this system in a permanent progress card¹ on which would be recorded and kept up-to-date a record of the progress of the student through our institution; his grade point ratio for the current term, his cumulative grade point ratio, his major, his anticipated date of graduation, his completion of basic requirements, etc. This card would be of value in developing the Dean's List, list of potential graduates, failure or separation lists, etc. It is likely that the same or perhaps a similar card would be of use to the Director of Counseling in handling the problems imposed by the Selective Service System.

The McBee system probably can be of use in developing the master schedule as well as the examination schedule.

The registrar, particularly of the small or moderate sized institution, will find in McBee Keysort an inexpensive way of solving the problems of mechanizing certain of his operations.

¹ For a discussion of this point see Frederick C. Ferry, Jr., "Reducing Busy Work," *Junior College Journal*, 25: 310-318, February 1955.

College Records for Occupational Placement

WILLARD O. STIBAL

THE COLLEGE placement function involves the provision of information to the student regarding opportunities in the field of his choice and help in securing a satisfying and appropriate position. Within the scope of this function, records and reports are essential. Forber¹ and Hillis² have given a more detailed treatment of the objectives of placement services.

The organization of the placement services is related to records and principles of records. In general, some kind of a central university placement office may provide a better opportunity for the coordination of reports and records. On the other hand, decentralized placement may allow more direct personal contacts between the instructors and the employers, and may promote more academic autonomy and interest. Probably a more significant aspect of the whole problem is the delegation of responsibility for placement. It would appear that the lack of placement (delegation) responsibility would preclude the efficient operation of records and reports in the placement process.

Review of literature on records and record principles. From the more formalized college placement offices, Shortle and Beatty³ have described the following records:

1. "The employer file contains the names and addresses of employers, the names of representatives of employers and copies of correspondence.
2. The applicant file contains records of students and, in some cases, alumni, who are seeking employment.
3. Promotional letters are sent to employers indicating the interest of the institution in supplying qualified applicants to the employer and, in some cases, outlining the qualifications of particular applicants who may be of interest to the employer.
4. Inquiries or orders received by mail require either general answers

¹ R. H. Forber, "Establishing a Placement Service," *School and College Placement*, 2: 61-65, May, 1951.

² Norman D. Hillis, "Wanted: A Blueprint for a College Placement Office," *School and College Placement*, 2: 44-48, December, 1950.

³ C. L. Shortle and John D. Beatty, "Occupational Placement," *Encyclopedia of Educational Research*, 1950, pp. 1324-1327.

- concerning kinds of persons available or specific replies giving information about particular students whose applications are on file.
5. Correspondence previous to an employer's visits has been found important so that suitable applicants can be selected and interviews arranged.
 6. Upon the verification of placement, a record is made both in the employer file and in the applicant file.
 7. A regular system of follow-up is sometimes utilized whereby correspondence with student graduates will be carried on for one or two years to discover the kind of work they are doing, their salary and other pertinent information."

In addition to the above, Shortle and Beatty⁴ have described coordinated field visits to prospective employers as a placement procedure. At least one broad purpose of these visits is to gather data for records and reports.⁵

In order to know who among the seniors are desirous of work, a survey of seniors, requesting information about vocational intentions may be of placement value.⁶ It is conceivable that the survey could be extended to registrants in the inactive files or to juniors in the colleges.

Berger⁷ has developed a set of questions or criteria for the evaluation of a placement service. Many of the questions are of a subjective nature and no weighing scale is provided for ascertaining the value of provisions. A large part of the criteria on the evaluation of records and the use of records relates to the need for convenient and accurate "active" and "dead" files on students registered with the bureau. Little consideration is given to statistical reports on placement.

The criteria for the evaluation of placement services, as developed by Williams and Kloss,⁸ contains some reference to records and reports. The section on "credentials" indicates the type of data that should be found in all students' placement folders and other types of

⁴ *Ibid.* p. 1325.

⁵ J. E. Walters, *Individualizing Education*. New York: John Wiley & Sons, 1935. 172 pp.

⁶ Hillis. *Op Cit.*

⁷ M. Berger, "A Yardstick for Your Placement Program." *Occupations*, 23: 163-165, December, 1944.

⁸ C. O. Williams and Alton G. Kloss, "Criteria for Evaluating Placement Services and Follow-up Practices in Colleges and Universities," *School and College Placement*, 8: 45-48, October, 1947.

data, such as academic records and cumulative folders, that should be available if a need arises for their use. It is indicated that report forms are needed for the follow-up of graduates and varied statistical research reports are needed covering the demand and supply of workers.

For a more accurate estimate of the individual, the placement office should have access to such student records as health, part-time employment, extracurricular, scholastic, and similar records. Lloyd-Jones and Smith⁹ advocate the "utmost discretion" in the use of such records.

Although letters of recommendation are not entirely satisfactory as a basis for hiring individuals, they are requested by employers and thus are essential in the placement process. These recommendations may consist of general statements or may pertain to definite questions concerning the student. Often rating scales are a part of the reference.

A placement follow-up program is currently recognized as one of the most important aspects of placement.¹⁰⁻¹¹ This follow-up may be effected through letters or by a suitable inquiry form. Walters¹² has described personal visits as a method for a follow-up.

Statistical facts as relating to placement are of value for determining policies and consideration.¹³ Among the data of value are: the number of registrants by majors and minors, the number of employer inquiries by types of positions or salaries, the number of people placed in comparison with other years, the number of people not placed, and the average number of applications made by the registrants. In order to ascertain the placement situation, it should be possible to quickly summarize this data by such a system as Findex, McBee, or the Hollerith-type punched card methods.

Summary of important principles of placement records. The following placement principles were derived from the literature or were found to be desirable placement practices in various placement offices at the University of Minnesota.¹⁴

⁹ Esther M. Lloyd-Jones and Margaret Smith, *A Student Personnel Program for Higher Education*. New York: McGraw-Hill Company, 1938, p. 238.

¹⁰ Williams and Kloss. *Op. Cit.* pp., 47-48.

¹¹ Lloyd-Jones and Smith. *Op. Cit.* p. 242.

¹² Waters. *Op. Cit.*

¹³ Williams and Kloss. *Op. Cit.*, pp. 47-48.

¹⁴ Willard O. Stibal, *An analysis and Critical Evaluation of Hollerith-type Punched Card Methods in Connection with Student Records and Reports at the University of Minnesota*. An unpublished Ph. D. Thesis, January, 1953. 400 pp.

1. The credentials of the registrant are complete as to personal data, academic information, pertinent experience information, references, and such miscellaneous data as honors, awards, and extracurricular activities.
2. Accurate and up-to-date active and inactive files of registrants are kept.
3. The employer file contains the names and addresses of employers, registrants placed with employer firms, and copies of correspondence.
4. The placement office has access to student records kept by other personnel offices. Such records include the academic record, cumulative folder, health record, and social activity records. These records and reports are treated with discretion by the placement office and are not made generally available to employers.
5. A follow-up is made of registrants placed and a record is kept of the follow-up.
6. Statistical facts relating to placement are made and such data are interpreted.
7. Promotional letters are sent to employers indicating types of training given at the institution and the objectives of the training.
8. Rating scales are used as a part of the student's credentials. Personal trait names are used in the scale and a space is provided for anecdotes illustrating such behavior characteristics.
9. A survey is conducted of seniors early in the academic year in order to ascertain their placement problems and intentions.
10. The credentials of registrants indicates education and experience in terms of a satisfactory time sequence.
11. Reports are sent to registrants concerning job possibilities and salary trends.
12. Model application letters and other application forms are demonstrated to registrants.
13. Forms or letters are sent to employers and to registrants concerning arrangements for interviews.
14. Mechanical methods or definite filing methods make possible the easy identification or location of all applicants having the qualifications specified by the employer request for candidates.

Editorial Comment

FOR THIRTEEN years William Craig Smyser edited this Journal, making it a publication read and respected not only by registrars and admissions officers, but by educators generally. It has been the professional journal of the AACRAO, and as such has been of inestimable value; but it has also been a journal of education valuable to administrators and teachers throughout the country. It has been what one college president said of it, "a top-notch publication."

Taking over the responsibility for COLLEGE AND UNIVERSITY can only bring to mind the comment of Thomas Jefferson when he appeared in Paris as the new minister from the United States. A Frenchman greeted him with, "Ah, it is you who are replacing Dr. Franklin!" "No," answered Jefferson; "I merely succeed him. No one can replace him."

The new editor will not forget, nor should the membership of the AACRAO forget, that COLLEGE AND UNIVERSITY is the Journal of the Association. It should contain a great deal of material submitted by the membership, material concerning problems of interest and importance to all of us. It should not only present results of inquiry and experience, but it should also deal with ideas and even imaginings. The membership of the Association must, in the long run, determine a great part of the Journal's excellence.

A Board of Editors can only select the best of what is submitted for publication. The more manuscripts submitted, and the higher the quality of the articles, the better the Journal will be. And as registrars and admissions officers become responsible for more and more important aspects of academic life, the more varied and the more generally interesting contributions may become.

The Board of Editors will do their best to maintain the standard of COLLEGE AND UNIVERSITY set during the past years. Yet all members of AACRAO should keep in mind that it is their Journal, and that they can encourage excellence. Suggestions and criticisms and comments are valuable and welcome; good manuscripts are essential!

Departmental editors need help. Any one who has something that will be of interest as news should send it to Miss Cutler. Any one who reads a stimulating article should send a report of it to Miss Tibbetts. Dean Bowling is constantly on the lookout for books that should be

reviewed. Reports from Regional Associations are valuable, and should get to Mr. Vroman as soon as possible. And editorials are always desirable.

There are exciting times ahead. COLLEGE AND UNIVERSITY can reflect them with co-operation from the membership—that co-operation that has become habitual in the Association.

S. A. N.

Book Reviews

Russell Kirk, *Academic Freedom: An Essay in Definition*. Chicago: Henry Regnery Company, 1935. Pp. 210. \$3.75.

Recent years have seen a resurgence of sympathy with the conservative view of life—in politics, in economics, in education—and Professor Russell Kirk has leaped into prominence as one of the forceful expositors of this conservative philosophy. In this book, he applies his philosophy to the problem of academic freedom, which has arisen in acute form as professors and teachers have been hailed before investigative committees and as community forces have drawn back from free thought and expression.

Professor Kirk believes in academic freedom but not for everyone who claims it. "Every man is not a proper champion of truth, nor fit to take up the gauntlet in the cause of verity," is the quotation from *Religio Medici* by Sir Thomas Browne which he has placed on the flyleaf of his book. Academic freedom is a freedom which is a natural right, not deriving from law, and which is proper to those practitioners of professional duties who are devoted to the pursuit of "Truth," who are "Bearers of the Word." (The capitalization is Kirk's.) It is "professors of the true arts and sciences" whose academic freedom should be protected. In the expansion in numbers of students, which characterizes many of our universities and which is sought after by all too many college and university presidents and boards of control, leading to the introduction of areas of investigation and instruction unworthy of higher education, Professor Kirk sees a deterioration of the Academy. If professors are made mere custodians of youth (a term he borrows from Hutchins), they do not need academic freedom. A teacher of the "art of camp-cookery," in Kirk's thinking, does not "require a special freedom of mind."

In the course of his definition of the kind of academic freedom that deserves support, the author pays his respects to some of the more important persons and events that have figured in the discussion of this problem. He is opposed on the one hand to the Indoctrinators of whom William Buckley and Theodore Brameld are examples, though of different kinds of indoctrination; and on the other hand to what he terms the doctrinaire liberals among whom he includes H. S. Commager, Robert M. Hutchins, and Harold Taylor. He thinks the country has overemphasized the balefulness of the influence of legislative committees. Of the case of Owen Lattimore he has this to say: "The fact that Mr. Lattimore has not yet been convicted of perjury does not convert him into Nathan Hale. A man who can still believe in the integrity of Owen Lattimore would maintain the chastity of Messalina." (As this review is being written, the

newspapers announce the Attorney General's decision to drop the Lattimore case altogether.) In Kirk's view, the Nevada case involving Professor Frank Richardson is a clear example of what may happen when institutions come under the control of "educationists" who have espoused the goal of educating for democratic living instead of giving themselves over to pursuit of the Truth.

The real threats to academic freedom, asserts Professor Kirk, come, not from the work of legislative investigations and so-called witch hunters, but from the attempt to make education available to all. He praises those private universities which have declared that, even though the demand for admissions may swell into a tidal wave, they will not open themselves up to enrollments that would overtax their facilities. It is in such private institutions that pursuers of the Truth, Bearers of the Word, are most likely to be found, and it is the freedom of such professors to teach and to speculate that is worthy of conservation and protection.

Professor Kirk, however, is not quite clear as to what he means by the "Truth" and the "Word." From his approval of church-dominated schools, it would appear that, in part at least, the Truth which should provide both the framework and the aim of education is that which emanates from revealed religion. He seems to support Buckley's demand that "faith in Christianity" could well be the undergirding principle in the work of the professors. Again, he continually reverts to the tradition of the private concern for Truth as exemplified by the Academy of ancient Greece and the medieval universities in which the academicians felt no necessary responsibility to the community. It is, therefore, at this point that questions must be raised regarding the central thesis of his book. Many will feel that Professor Kirk overlooks the inescapable fact that this is the twentieth century and not ancient Greece or medieval Europe; and that, however much we may deplore the loss of ancient foundations, we are today not in possession of a "Truth," revealed or otherwise derived, which can furnish the framework for the speculation and dialectic of the professors. Today's difficulty is that the world in which the professors function is not one in which there is a given, revealed, unquestioned, overarching Truth. It is a world of intellectual and spiritual chaos in which the ancient "Truth" and the "Word" are no longer considered sacrosanct. The old "Truth" is itself being stringently questioned, and Professor Kirk's book, eloquent and well-conceived though it is and reflecting as it does his temperateness and urbanity and erudition, does not re-establish it. Words and wishes can only be nostalgic in the face of current deep-seated dilemmas which assail the modern mind and cannot restore the happy consensus of former times. Whether we like it or not, we are at one of those fateful junctures in human history when men, having lost hold on an ancient Truth, grope for a new Truth on which to stand; when their ears

are cocked for a "Word" which has not yet sounded. It is a time when the only recourse we have is faith, not in a revealed truth, but in a method by which the search is to be carried on. This method is inherent in truly democratic living, and American education must be dedicated to teaching proficiency in this method. It can do no other, committed as we are to the democratic way of life, a way of life that can and has been made explicit, Professor Kirk to the contrary notwithstanding.

EUGENE E. SEUBERT
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Washington University

Accent on Teaching, ed. by Sidney J. French. New York: Harper & Brothers, 1954. Pp. xxi + 334. \$4.75.

This collection of essays is a report on experiments in General Education, compiled at the suggestion of The Committee on General Education of the Association for Higher Education, made at its meeting in April, 1951. The book presents, occasionally in too detailed a form, new approaches and methods of General Education in the classroom handling of the humanities, the natural sciences, and the social sciences. The distribution of material in these three areas is well balanced, though there is considerable variation in quality of content and form in the five sections of the book.

The editor's introductory essay, "The Place of General Education in the Liberal Arts," strikes the keynote of the main thesis with an economy and clarity which the reader wishes other contributors to the volume might have employed more frequently: "Briefly, in General Education courses we bend subject matter to the needs of the student; in departmental courses we bend the student to the needs of the subject matter. The difference can be as cleancut as that." While this may be something of an oversimplification, the statement draws a sharp line of demarcation between the two schools. There are assets and liabilities in whichever direction a teacher might "bend," of course, but one is apt to finish this book with a strong desire for some sort of reasonable compromise; *learning* a little in both directions at the same time might be more rewarding than *bending* in either one or the other.

B. S. Bloom's "The Thought Process of Students in Discussion," though less valuable for the experienced teacher than for the neophyte, offers something of a compromise. Concerned with the major problem of improving the discussion method, Mr. Bloom proposes a solution which recognizes that student-centered instruction is valid when it is counterbalanced by instructor-centered approach since "the instructor has central function in organizing educative experiences and in bringing to bear on the group activities his own competence as a specialist and teacher

in a subject-matter field." Too often, in present-day college teaching, even the competent instructor is prone to bend too far toward student-level thought, at the sacrifice of his own contribution and role in the discussion. While no one would defend the evils of dogmatic teaching, there can be even greater dangers in the lowering of standards, the relaxing of disciplines, the substitution of instruction about things for the teaching of ideas. The reader is frequently reminded, while reading this book, of some of the charges brought against "life-adjustment" courses and other phases included in General Education, which Arthur E. Bestor makes in his *Educational Wasteland* of a year or two ago.

The Humanities, represented by six essays, is a section with perhaps the most general appeal. Of special interest to the common reader are Charles Le Clair's "Integration of the Arts," and Robert C. Pooley's "Communication Courses." Part Three, on The Natural Sciences, fares less well, though W. Hugh Stickler's "Biology in Responsible Living," and Haym Kruglak's "The Laboratory and Purposeful Activity" are substantial, effective articles. Certain essays in the section on The Social Sciences are marred by downright loose prose, too full of the present day "education" jargon, and guilty of questionable punctuation, grammatical irregularities, and fuzzy diction which would flunk a freshman paper in any reputable college. This is too bad, since many of the ideas discussed are provocative and important: the case method in human relation courses, the problem approach in democratic citizenship, etc. The last section of this book is devoted to the role of the administrator and the question of evaluation of courses, programs, teachers, and theories. It necessarily, perhaps, poses more problems than it solves. Malcolm S. Maclean's "The Role of the Administrator" points up one of the touchy conditions which deans and committee chairmen, probably, will appreciate keenly, but which all college teachers become involved in to some extent. He states: "The established professors of English literature, political science, mathematics, and standard philosophy, serving on promotion, appointment, or budget committees, do what they can to discount the work of teachers in General Education." To what degree this can be substantiated is an open question, but one is more interested in finding out *why* such may be the case. What is it about General Education which brings about this entrenched opposition?

Accent on Teaching provides intelligent consideration of this and many other questions related to the shift of emphasis from "the teacher's vested interest in the subject" to a focus of attention on student needs. The book is, as the jacket comments claim, a practically-useful volume on General Education; it supplies both the supporters and the opponents of this school with strong ammunition with which the battle will no doubt continue. In either camp, the fact remains that no course is better than the

teacher who teaches it, regardless of how or upon what the accent may be placed.

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Huston Smith, *The Purposes of Higher Education*, New York: Harper & Brothers, 1955. Pp. 218. \$3.50.

Matthew Arnold speaks of two kinds of ages—ages of expansion and ages of concentration. Obviously the emphasis in education will be different—should be different—in the two kinds of ages. Obviously also our own age is one of such rapid and violent change as to deserve the characterization revolutionary. Education has always been something of a makeshift, imperfect in theory, imperfect in instructing and instructed personnel, always perilously near being an end in itself. Education, like religion, with which it is in some respects closely related, has led men and women into caves as well as over mountains and along rivers.

Huston Smith's *The Purposes of Higher Education* is a tenfold expansion of a report by a committee of twenty-two members of the faculty of liberal arts at Washington University in St. Louis. The members of the committee represented fifteen departments. After meeting periodically for eighteen months, these "proponents of pragmatism, scientism, religion, naturalism, idealism, transcendentalism, near-positivism, together with generous sprinklings of eclecticism and uncrystallized intuitions" reached certain conclusions. Some differences of opinion they resolved by the simple means of substituting definitions for technical terms. Other differences they resolved by showing that both sides (the absolutists and the relativists, for example) are probably right but within distinct areas. In the consideration of the sacred versus the secular, they lacked a common metaphysics, and the result is only a partial compromise that avoids the real issues. It is my personal feeling, too, perhaps because it seems to me that the current public school philosophy of citizenship is destroying individuality—the basis of personal growth and ultimately of democracy—and encouraging disciplined conformity—the basis ultimately of totalitarianism—that the statist had the advantage in the compromise reached in "The Individual Versus the State."

But it is remarkable that such a large committee could be brought to agreement at all on common aims for education. Professor Smith's presentation of the areas of agreement and his acknowledgment of disparity in other regions is always clear, enlightening, and significant.

The second part of the book, "The Aims of Liberal Education," brings the philosophy down to cases. Through a liberal education, according to Professor Smith, the student should gain knowledge, develop abilities,

acquire appreciations, and possess motivations. He should have knowledge of man's physical and biological nature and environment; man's social nature, environment, and history; man's cultural history and situation; and the processes that make for personal and group fulfillment. He should be able to use his own language, to think critically, to make value judgments, to participate effectively in social situations, and to handle a foreign language. He should have an appreciation of beauty, of people, of difference, of curiosity, wonder, and awe, and of man's potentialities. He should be motivated to develop an adequate hierarchy of values, develop an affirmative, constructive orientation toward life, achieve an independent spirit, assume social responsibility as a participant in the world community, include the interests of others within his own, and seek self-realization on the highest possible level.

Professor Smith implies in his "Preface" that the committee report was to be used as a basis of curriculum review but not actually to include curricular recommendations. Hence he does not specify the courses (or the departments which should offer the courses) which would best educate a man or woman liberally. Each of the departments represented on the committee presumably has a contribution to make, though mathematics (not represented) is introduced merely as a handmaiden of physics. The problem of organizing a curriculum of subjects that an undergraduate can and actually should "take" in four years (allowing limited choices of comparable alternatives) still remains. Perhaps in time administrative leaders, forced from their naturally expansive positions by the necessity of meeting payrolls and maintaining the academic plant, will take a hand at this point. Ultimately the budgetary officer, not the faculty, controls the curriculum.

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Althea K. Hottel, *How Fare American Women?* Washington: American Council on Education, 1955. Pp. ix + 70. \$1.00.

"Nothing is more neglected than the education of girls," stated Fénelon, churchman and author, in his *Traité de l'éducation des filles*, written in 1681. Great changes have come to pass in the education of women since this time when Fénelon accorded the subject its first really comprehensive treatment. In this country, at least, the opportunities for women to secure an education have become as universal as those for men. But there is serious question as to whether our concept of women's education has kept pace with the forces which, since the turn of the century, have increasingly affected not only the nature of our society but also the role of women in it.

Hence the Commission on the Education of Women of the American Council of Education, with Althea K. Hottel as Director, is studying and appraising the effectiveness of women's education in light of the varied roles which they have come to play in our changing society. To inform us on the work of the Commission to date, Miss Hottel has prepared the interim report, *How Fare American Women?*

There are facts and figures which abundantly illustrate the need for such a study. For instance, "in the population of the United States, there are now over a million more women than men. . . . At all ages between 5 and 18 years, there is a slightly larger per cent of the total population of girls in school than boys of comparable years. Generally speaking, women in this country have about one-half year more schooling than men, though at the college level the men noticeably outnumber the women. . . . In 1890 the proportion of men college students to women was 5 to 1. By the turn of the century it was 4 to 1 and at the midcentury 3 to 1." And American "women today are marrying younger, having their children earlier, and are bearing more second, third, and fourth children than in the 1920's. But in 1954, there were 19,726,000 women in the United States employed outside of their homes—a figure representing 33.4 per cent of the women 14 years of age and over, as contrasted with less than 20 per cent of the women of the same age who were in the labor force in 1890. . . . Today, 50.7 per cent of the women working are married, as compared with 30.3 per cent in 1940. Another significant factor is that almost one-fourth of all mothers with children under 18 years of age are employed—a proportion which is steadily increasing."

It is apparent, then, that American women have come to assume increasingly varied roles in society. "Almost without exception, women consider marriage, homemaking, and child rearing as major goals and responsibilities. Yet they are also motivated, as are men in our culture, to use all of their abilities and energies throughout their lives, and many have an incentive to achieve status and to amass financial resources as individuals in their own right." Hence there are puzzling questions to which practical answers must be supplied. "How are women resolving conflicting demands for their interests—interests that compete in different ways at different stages of their lives? Will the society of the next twenty-five years look upon women chiefly as homemakers and secondarily as economic and political contributors? Or will society expect women to manage their many responsibilities in some sort of balance, retaining the awareness, reflection, and thought necessary for wholeness at each stage of their lives?" Insofar as our institutions of higher learning are concerned, not the least of the problems to be resolved is the difference of opinion "between those in college faculties who believe in educating college women for graduate schools, and those who recognize that the

large proportion of their alumnae who will very soon marry, work for a short time, and perhaps not be employed or study again for some years, will need the broadest education possible to be adequately prepared for both family and community responsibilities."

Speaking for the members of the Commission, Miss Hottel presents their considered judgments as to what would seem to be the most rewarding approach for the developing of more effective educational programs for women students; she indicates what many educational institutions are doing in an attempt to identify and clarify the issues; and she suggests the sort of surveys, special studies, and research projects which will be of assistance to the Commission in its further deliberations. Her interim report will be of interest and value to all who find themselves educationally concerned with an adequate answer to the question: *How Fare American Women?*

W. G. B.

Roy W. Bixler and Genevieve K. Bixler, *Administration for Nursing Education in a Period of Transition*. New York: G. P. Putnam's Sons, 1954. Pp. xviii + 483. \$5.90.

The authors of this book have carried out in detail the basic principle that educational programs can be improved through the democratic approach to the organization and administration. It is recognized that nursing is in a period of transition which may extend through the coming years.

Administration for Nursing Education is a timely and valuable book for any nurse who wants to be well informed about professional programs. The material is so well organized and indexed that the volume can, when used as a textbook, greatly strengthen courses for graduate nurses. The book is valuable for nurses who carry responsibility on any level in the educational programs. It is also a helpful guide for those nurses who, working in the hospital nursing service areas, need background information to enable them to co-operate effectively with those in educational programs for basic students or graduate nurses.

In the several chapters, ideas are presented to stimulate the individual to review the situation in her own institution and to work toward improvements in the educational program. There are examples of some of the good patterns worked out in hospital schools and in university schools. The necessity for a specific pattern to fit each institution is well emphasized.

The book starts with a brief but clear description of the changing environment of nursing education, and indicates the rapid development of programs on the collegiate level. As it continues with the functions and

processes of administration, the importance of participation of those involved is clarified. Suggestions are made for utilizing the skills and abilities of faculty members, students, educators from other fields, and the public in planning for education. A brief survey of the historical development of the curriculum gives a better understanding of the present development and indicates the necessity for research to bring to light the facts which will serve as a foundation for change.

In the study of this volume, the reader looks for specific examples that indicate that the author and reader agree on important points. The reader is therefore ready to accept information dealing with the unexplored. To this reviewer, one important point in regard to recruitment, selecting, and admitting students, was the following: admission policies should be harmonized with the objectives of the schools. It is pointed out that the objectives of the Diploma School and the objectives of the Collegiate School are different and that the selection of students should recognize these differences. Yet, it is still common practice for some schools to admit students who qualify on the diploma level and expect them to participate in the collegiate type of program. On the reverse side, many hospital schools encourage the admission of those with collegiate preparation. In the first illustration, students may drop out for failure to progress as expected. In the second situation, the student may drop out because of disappointment and discouragement in a program that is below her level of achievement.

The difficulty of securing enough well-prepared faculty members is considered under "Staff Personnel Services." Various sources of referral are considered, and the difficulty of securing faculty members is indicated. The importance of proper orientation and induction is shown. The authors suggest that the newcomer to the staff needs to be accepted by the old staff as one who belongs. The newcomer needs background knowledge about the institution so that she can understand the significance of her own part as a member of the staff. The third need is for information that is essential to the efficient performance of her own duties. This would include lines of responsibility, her relation to others, and the services she may receive. A short period of instruction may assist the individual to adjust more rapidly. Much of this material should be available in written form. The adjustment of the individual to living in a strange community may be a painful process unless she is helped to find suitable living quarters and congenial friends.

Today, notably in the Southern Region, plans are being made to strengthen nursing education through participation by a group of states. It is anticipated that more planning will be done on a regional basis rather than on a narrow community level. The value of such planning and the methods found successful elsewhere are outlined in the book.

There is a good bibliography and an excellent index. Much of the information in the book is entirely new. The brief abstracts of such books as the "Goldmark Report" and the reports of "The Grading Committee" make available to a wide audience important things that have been out of print in recent years. Both of these reports presented ideas which were considered sound by the leaders over twenty-five years ago; however, general practice in the education of nurses has not caught up with them. This book should lend new impetus to the development of nursing education. It is hoped that the good ideas will find ready acceptance and that they will result in new and better patterns and methods of nursing education.

LOUISE KNAPP

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Thomas Evans Coulton, *A City College in Action: Struggle and Achievement at Brooklyn College—1930-1955*. Foreword by Harry D. Gideonse. New York: Harper and Brothers, 1955. Pp. xix + 233. \$3.50.

The history of almost any college or university is a potentially interesting story, but not every college or university finds or produces the person who can tell its story interestingly and effectively. In this connection, Brooklyn College has been particularly fortunate, for the chronicler of its first twenty-five years of struggle and achievement is a charter member of its faculty, gifted with the ability to present factual information interestingly. Currently serving his institution as Dean of Freshmen, the author has been closely associated with many of its areas of policy formulation and administration; and, as a consequence, he writes with the authority of an active participant in, or a thoughtful observer of, the events described. Clearly organized and carefully documented, *A City College in Action* is an unusually interesting account of a small college that has grown over the last quarter of a century into an institution with the largest liberal-arts enrollment in the country.

In the first three chapters, Dean Coulton describes Brooklyn College and the student body, explains the organizational structure, and gives character sketches of its first two presidents as well as certain of the more distinguished members of the faculty. These chapters are headed "Brooklyn: the College and the Borough," "Boards, By-laws, and Budgets," and "The Lengthened Shadow." As for Brooklyn College, it is one of the four municipally supported colleges in New York City, the other three being The City College, Hunter, and Queens. These colleges are all governed by a Board of Higher Education, the members of which are appointed by the Mayor. As for the students at Brooklyn College, 80 per cent were

first-generation Americans, 80 to 85 per cent were from homes that were Jewish, all were residents of New York City, nine-tenths had never lived outside the city, and half of them had never traveled beyond its immediate environs. "Most of them had to face the problems of home life with its gaps between immigrant parents and American-born sons and daughters, limited economic status, and crowded conditions." Standardized tests, however, indicated that "for over twenty years the typical entrant at Brooklyn College surpassed in general intellectual ability almost 75 per cent of the freshman population of the country." As for the presidents of Brooklyn College, the first was William A. Boylan, who, among other things, engineered the selection of the site for the new campus and launched the building program. Following Dr. Boylan came Harry D. Gideonse, who is President of Brooklyn College today and the central figure in the greater part of Dean Coulton's story.

The four chapters which follow illustrate in a way what Dean Coulton has in mind when he observes in his "Preface" that his account of Brooklyn College "is a story, not a history." These chapters are headed "Stalinism," "War: 1939-1955," "Basketball and the Smart Money," and "Everybody's Business." Dean Coulton's procedure here is to explain in detail the problem, annoyance, or organized campaign against the President or the college, and then to indicate, step by step, how the President or the college solved the problem or met the challenge. It is possible that the generous selection of excerpts which the author presents from statements prepared by Dr. Gideonse and faculty committees in connection with the resolving of such issues may be found by many readers to be one of the most interesting features of the book.

The chapter on "Stalinism" is the carefully documented story of the organized series of attacks directed by Communist pressure groups at times against Dr. Gideonse in particular and at times against the college in general. In this account of the impact of Stalinism on the life of Brooklyn College, Dean Coulton pulls no punches and spares no names.

In his final chapter on "Everybody's Business," Dean Coulton points out that "Brooklyn College, almost from its birth, had the attention of a variety of pressure groups." Although the efforts of these groups never attained the force of the Hydra-like attacks of the Communists, they did, nevertheless, tax the time, energy, patience, and intellectual resources of the President and other members of the administrative staff. Dean Coulton describes in detail the attacks of a number of these pressure groups, and he shows in equal detail how their attacks were met and their charges answered.

Of the many achievements of Brooklyn College over the twenty-five year period covered by Dean Coulton, it is apparent that the administration, the faculty, and the students themselves looked with particular favor upon the

new "Statement on Policies and Procedures Pertaining to Student Activities" and the new "Constitution for a Student Activities Organization," both of which documents were promulgated by the Faculty Council in December of 1951. In accordance with this new arrangement, the various student organizations and clubs were assigned, with the consent of the students, to appropriate instructional departments for guidance and direction. Among other things, this new plan set in motion better methods for the election of student officers and paved the way for leadership in extracurricular affairs to be taken over by students and student groups whose intentions, purposes, and actions were more representative of the student body than had been true up to that time.

W. G. B.

Problems of Registrars and Admissions Officers in Higher Education, ed. by Catherine R. Rich. Washington: The Catholic University of America Press, 1955. Pp. vi + 208. \$2.75.

This book brings together under one cover the major papers presented at the 1954 Workshop sponsored by the Catholic University of America. These papers are concerned with such topics as the development of the registrar's office, student recruitment, admissions, registration, records, publicity and public relations, statistical reports, publications, and the relations of the registrar and director of admissions to the entire administration and teaching staff. The concentration of pertinent and practical information in this modest sheaf of papers is unusually high. Among other things, the volume makes abundantly clear that the registrar and the admissions officer have come to hold two of the most important administrative posts on the staff of an institution of higher education and that there is need for a wide range of professional understanding on the part of both these officials.

W. G. B.

In the Journals*

E. T.

Some of the bulletins issued recently by the U. S. Office of Education will be of interest to many registrars. "Education for the Professions," a 317 page book organized and edited by Lloyd E. Blauch, Chief for Education in the Health Professions (price \$1.75 paper, \$2.75 buckram) will be a must for the libraries of most registrars and admissions officers, and certainly for those who help students who are choosing an occupation and making educational plans. In his Foreword, Commissioner of Education Samuel Miller Brownell describes the purpose of the book as an attempt to bring together in one publication the principal facts about each form of professional education. There is a separate chapter on each of thirty-four professions from Accountants to Merchant Marine Officers. The general pattern of the chapters, each of which was prepared by an author who had firsthand contact with the profession, includes "(1) a brief description of the profession and its personnel, (2) a description of the development and current status of education for the profession, and (3) a statement about some problems in the particular field of professional education." To demonstrate its value, here are the subheadings from the chapter on Library Service, written by Willard O. Mishoff, Specialist for College and Research Libraries: services of the library profession, number of librarians (in the U.S.), supply and demand in the library profession, licensure of librarians, professional organizations of librarians, library periodicals, development of library education, surveys and studies, accreditation of library schools, associations for library education, library school enrollments, preprofessional education for librarianship, professional curriculums and degrees, graduate study leading to the doctorate, graduate degrees in library science, other opportunities for library education, current problems in library education, graduate library schools and enrollments, and selected references. Of course legal, medical, and theological education are covered, as well as music, teaching, engineering, home economics, agriculture, and many others.

"State Accreditation of High Schools, Practices and Standards of State Agencies" (Bulletin 1955, No. 5, Price 30¢), is the first major study of State standards of accreditation made by the Office of Education

* Readers who find articles that should be discussed in this department are urged to send résumés or references to Miss Eleanor Tibbetts, Registrar, Gallaudet College, Washington 2, D.C.

in more than twenty years. High school accreditation started with the state universities and was later transferred to state departments of education in most states. At the present time, the state universities are the final high school accrediting agencies in only two states—California and Michigan. The author, Grace S. Wright, has collected a number of opinions from state agencies which show no agreement on the merits of leaving "accreditation" to regional and national associations and using the term "approval" to designate the action of state departments of education. The systems of classification of accredited schools used in fifteen states are described, as well as the systems of nine states which provide conditional or probationary approval. In analyzing the "Standards in Effect in 1954," the 34 most common standards are discussed as they are applied in the several states. There has been little change in the kind of requirements used for accreditation in each of the several states in the past twenty-five years; but there is great variation among states in the extent to which they are general or subjective or specific and objective in their standards. The following standards, listed in accordance with frequency of use, are used by 36 or more of the states: units required for graduation, minimum length of the school year, libraries, length of class period, preparation of teachers, school plant, instructional equipment and supplies, keeping of records and reports, and subjects required for graduation. Only 15 of the states list class size as one of the standards and only 10 put philosophy and objectives in their statement of standards. The chief trends noted in the study are an increase in the length of the class period and an increase in the number of units required for graduation with a lowering of the number of required subjects. In general, the standards used in accrediting schools are becoming broader and more flexible.

"Girls' and Women's Occupations" (Vocational Division Bulletin No. 257, Trade and Industrial Series No. 63, price 35¢), prepared by Louise Moore, is a bibliography of selected references on occupations for girls and women published from July 1, 1948, to September 1, 1954. The bulletin has bibliographies on the following topics as they apply to women and girls: occupational information; occupational biographies and fiction; training opportunities; vocational guidance principles, programs, and practices; status with respect to work and education; surveys; and a list of other bibliographies about related subjects.

In the Office of Education Circular No. 437 published in March 1955, Earl W. Anderson analyzes a survey of 602 teacher placement officers on the present status of teacher demand and supply. In addition to showing the continuing and increasing shortage of elementary and high school teachers, the circular lists suggestions made by some of these placement

officers for improving the situation. The largest number suggested putting more emphasis on recruitment and increasing salaries. Other suggestions made by several in the order of the number making the suggestions are: provide better guidance of high school and college students into teaching, get more effective publicity as to the seriousness of the need for more good teachers, improve working conditions for teachers, expedite programs for liberal arts graduates, and raise the prestige of teaching.

Phi Delta Kappa has recently published "Research Studies in Education—1953, A Subject Index," covering doctoral dissertations, reports, and field studies both completed and under way in 1953. It concludes with a bibliography on research methods. The organization expects to continue regular publication of the series.

The Winter Issue, February 1955, of the *Bulletin of Education* published by the University of Kansas School of Education covers three conferences held at the University. The annual principal-freshman conference (which has been extended to include upperclassmen) is reported by the Director of Admissions and Registrar James K. Hitt. This year the principal topic of discussion was scholarships. The intention of the University to avoid the use of scholarships as a device for recruitment was emphasized. The Conference on Mathematics in Industry concerned itself with the status of mathematics in the state rather than with the details of mathematical theories. High school and college representatives discussed with representatives of business and industrial concerns the need for raising the standards in mathematics in the schools, the increased demand for and shortage of mathematics teachers and mathematicians, and the lack of scholarship support for those who want to study mathematics. The third conference reported in this *Bulletin of Education* was one of high school and college teachers of English who met to discuss the teaching of composition, grammar, and literature.

The U. S. Department of the Air Force has published a "Summary of Education Services Conferences, 1954-1955." Military and civilian educators discussed mutual problems in the college-level education program for military personnel at the five regional conferences sponsored by the University of Texas, the University of Maryland, San Francisco State College, Florida State University, and the University of Omaha at the invitation of the Air Force. For a copy of the summary write The Director of Military Personnel, Hdqrs. USAF, Washington 25, D.C. The principal problems discussed were motivation, educational counseling, resident requirements, transfer of credits, and the need for the support and co-operation of both school and military officials.

"Liberal Arts as Training for Business" by Frederic E. Pamp, Jr., appears in the May-June 1955 issue of *Harvard Business Review*. Dr. Pamp, who taught the humanities for several years at the University of Chicago and at Smith College, is Division Manager of the American Management Association. The computer is taking over many of the quantitative jobs formerly handled by the executive, such as the control of masses of data and information and finding answers on the basis of such material. Electronic machines can quickly locate all the facts about any subject. This makes a change in the demands on management and in the education needed. The successful executive of the future will need breadth and depth of judgment to handle the qualitative factors and to put all the pieces together to see the situation as a whole in order to decide what action to take. He will deal with ideas and values. Technology and science are useful as tools of management, but the humanities train in creativity and the making of value judgments. Dr. Pamp points out that humanities well taught force the student to deal with things as a whole, to analyze situations with all the elements in his experience. The executive's job is also one of responsibility for and dealings with human beings. He must have "some awareness of the possibilities for meaning in human life . . . for this central job of managing people." Dr. Pamp finds the humanistic disciplines more firmly linked to management than science is to production. He demonstrates that training in the humanities has a very practical use in management. That some businessmen are taking a concrete interest in the study of humanities is shown in the recent sponsorship by Corning Glass Works, General Motors, and General Electric of College English Association Conferences and research.

Reported to Us*

M. M. C.

W. Lee Culp, Director of Admissions for the past eight years at the College of Wooster, has resigned to take a position with the Wooster Brush Company.

Arthur F. Southwick has been named Director of Admissions in addition to his duties as Registrar. Rodney Williams and Byron Morris have been named as Assistant Directors.

Aurora College, Illinois, announces the appointment of Clyde E. Hewitt as Registrar and Crystal R. Janaskie as Assistant Registrar.

Miss Marjorie MacBain has been named Assistant Registrar at Springfield College, Massachusetts. She had previously held the position of Secretary to the Dean of the New York State College of Home Economics at Cornell University.

An honorary degree was awarded to Henry Horton Armsby by Newark College of Engineering at the June 1955 Commencement. Mr. Armsby entered the educational field as an instructor at Pennsylvania State College in 1911 and from 1915 to 1941 he held teaching and administrative positions at Wisconsin Mining School, and Missouri School of Mines. He held the position of Registrar and Dean of Men at the Missouri School of Mines for nineteen years prior to his affiliation with the United States Office of Education in 1941, where he is now Chief for Engineering Education.

A "pre-engineering" program instituted last year at New York University was conducted again in the summer of 1955.

Described by Dean Saville, of the New York University College of Engineering, as "a unique experiment in engineering education," the five-week noncredit program is designed for male high school graduates who plan to enroll in the fall as freshmen in an engineering college. The session began August 1 and ended September 2. It was given in co-operation with the University's Division of General Education.

The program, Dean Saville said, is intended to help prospective freshmen develop the necessary college study habits, to provide a "proving

* Items for "Reported to Us" should be sent to Miss Marjorie M. Cutler, Registrar, University of Denver, Denver 10, Colorado.

ground" for students who are not certain they have the interest or aptitude for a study of the engineering sciences, and to serve as a "refresher" for persons who have been away from school for a year or more.

Students may enroll in any or all of the courses, which include "An Introduction to Engineering Drawing," "Pre-Engineering Algebra," and "The Background of Physics." The courses were given at NYU's University Heights campus in the Bronx.

The English for Foreign Students course at St. Michael's College has proved so successful that the same technique was employed during the summer session to teach French, Spanish, and Italian. The seven-week concentrated courses were given for men and women from June 27 to August 12. St. Michael's is adding Spanish to the modern languages in which a summer session student may earn a master's degree.

The English for Foreign Students program is modeled somewhat after the Air Force program. It is adapted for foreign students who must attain a high degree of fluency in a short time for college work. Director of the program is Prof. Ernest A. Boulay, assisted in the summer by several members of the Modern Language department.

The English for Foreign Students program in 1954-55 has drawn students from Canada, Colombia, Mexico, and Spain. Two Colombian Jesuits preached their first English sermons within two weeks after starting the course. One of the Canadians began to write for the student newspaper within one month.

Ten scholarships for study at the University of Puerto Rico will be offered each year to New York University students who are enrolled in the social service-Spanish language program that began in September at NYU's Washington Square College of Arts and Science. The announcement was made by Dean Thomas Clark Pollock.

The scholarships may be used during the summer or in either semester of the junior year. They will cover tuition costs and expenses of living either on campus or in approved homes, according to Dr. Jaime Benitez, rector of the University of Puerto Rico.

The new four-year program, designed especially for students planning careers in social welfare with private and public social and health agencies, will combine pre-social work training with courses in the Spanish language and civilization. It is being initiated to help fill the need for personnel who can work capably among the country's Spanish-speaking citizens.

Believed to be the first of its kind at any university in the United States, the project is a joint endeavor of two departments at Washington

Square College—the department of Spanish and Portuguese, under the chairmanship of Dr. Ernesto DeCal, and the department of sociology and anthropology, under Dr. Lucy Chamberlain.

Students who complete the program will receive the bachelor of arts degree.

Sixty full-tuition, four-year Procter and Gamble Scholarships are being awarded beginning this fall by 46 private colleges and universities. In four years, when the program is in full operation, there will be approximately 240 scholarships available. The colleges awarding the scholarships were chosen on the basis of two-thirds in the field of liberal arts and one-third in technical fields. The institutions selected were those from which Procter and Gamble has drawn the largest number of its present personnel. Institutions with a considerable degree of Federal, state, or city support were ineligible for selection.

Each scholarship provides for an allowance for books and supplies in addition to full tuition, and is accompanied by an unrestricted grant of \$500 to the institution.

Indiana University has entered into a three-year contract to assist in the development of teacher education in Thailand. This is the 55th in a series of United States Foreign Operations Administration-supported agreements under which American colleges and universities are assisting free nations in establishing stronger educational institutions and centers for technical knowledge. The co-operative program of Indiana University and Thailand is an effort to raise the level of teacher education in that country and will constitute the development of a four-year degree granting teacher education college.

About 15 faculty and members of the staff of Indiana University will work in Thailand and about 20 members and prospective members of the Thai staff will come to Indiana each year for training.

Almost 40,000 foreign students, scholars, and doctors spent the 1954-55 academic year in the United States, according to a report just published by the Institute of International Education, 1 East 67th Street, New York City.

The report gives data on the 34,232 students from abroad who studied in the U.S. this last year, on 635 scholars on the faculties of U.S. educational institutions, and on 5,036 foreign doctors training as interns or residents in U.S. hospitals. This is the first year in which the census has given information on foreign scholars and doctors.

Of the total of 39,903 exchanges, 29 per cent came from the Far East:

24 per cent from Latin America; 17 per cent from Europe; 13 per cent from North America; 13 per cent from the Near and Middle East; 3 per cent from Africa; and 1 per cent from Oceania.

A foreign exchange—student, faculty member, or physician—as defined for this report, is a citizen of a country other than the U.S. who intends to return to his home country when his educational assignment is completed.

Foreign students here in 1954-55 represented 129 different nations, dependent areas, trust territories, and international and military government-administered areas. Of the ten largest nationality groups in the foreign student population, five were Asian: Chinese, Indian, Japanese, Filipino, and Korean. Canadians headed this numerical listing. Students from three Latin American countries—Colombia, Mexico, and Venezuela—ranked among the first ten. Iranians comprised the only bloc of students from the Near and Middle East in the top ten. Other principal nationality groups were Greeks, Israelis, Germans, Cubans, British, Iraqi, Jordanians, Thais, Jamaicans, and Brazilians, each composed of more than 500 students.

Students studied in every state, the District of Columbia, Alaska, the Canal Zone, Hawaii, and Puerto Rico.

According to the census of foreign scholars, 635 foreign professors, instructors, lecturers, and graduate assistants were members of faculties of colleges and universities in the U.S. in 1954-55, coming from 50 countries in all. More than half of the visiting faculty members were Europeans, one out of five from the United Kingdom. Other well-represented countries were China, Canada, India, Germany, France, Japan, Switzerland, Italy, and the Netherlands in that order.

5,036 physicians from 84 countries trained in American hospitals as interns or residents, according to the results of the survey. All were trained in hospitals approved by the American Medical Association for internships or residencies.

Over a quarter of the visiting doctors came from Far Eastern countries. Latin Americans and Europeans each represented about one-quarter of the total. Canadians and Near and Middle Easterners constituted smaller groups, and very small numbers came from Africa and Oceania.

The boundaries of the Berkeley campus of the University of California extend beyond the 180th meridian to Japan, Korea, Okinawa, and Guam. In the last five years, more than 29,000 students have earned college credits in the University's extension classes, conducted in barracks and quonset huts throughout the Far East.

Term O, which inaugurated the extended campus role of the University,

started in May 1950, one month before U.S. troops rushed to the aid of the Republic of Korea. Only three courses were offered—one in speech and two in political science. As action in Korea lessened, enrollment in the college level classes rose in proportion. Today, officers, enlisted men and women, and civilians working with the Armed Forces in the Far East, take courses in zoölogy, history, English, foreign languages, sociology, philosophy, and other academic subjects.

To staff this overseas branch of the University of California, 13 full-time professors work under contract to the University, and five civilians, not all United States citizens, teach on a part-time basis. This year's professorial staff is augmented by six officers, who teach two nights a week for the University. During the past five years, several enlisted men have served as off-duty instructors. The two Army officers teaching at the Camp Zama Army Education Center are typical of the military instructors who devote their off-duty time to lectures and grading homework and examinations. Major Chester R. Smith (Albertville, Alabama), who teaches economics, holds a Ph.D. from the University of Virginia. Captain Karl H. Van D'Elden (Port Allegany, Pennsylvania), instructor in German, received his M.A. from Harvard and his Ph.D. from Western Reserve University in Ohio.

A year ago, before rotation cut into the Armed Service strength in the Far East, the University of California had 1,861 college-level students enrolled. Thirty-seven instructors were teaching 32 classes at Army Education Centers and 23 at Air Force Education Centers. The services, encouraging personnel to obtain college credits, financially assist would-be students who utilize their free time for their education.

The Association of American Colleges with a grant from the Fund for the Advancement of Education will make a study of the baccalaureate origins of the faculties of liberal arts colleges, teachers colleges, and junior colleges.

The study is a project of the Association's Commission on Teacher Education and will be directed by Dr. Frank R. Kille, Dean of Carleton College, Northfield, Minnesota. It is expected to be completed next summer.

In announcing the study, Dr. Theodore A. Distler, Executive Director of the Association, pointed out that his organization is vitally concerned about the impending shortage of college teachers, made more acute by the rising tide of enrollments. He said that this report will be a significant contribution in this field and will be a valuable bench mark to which studies in the future could be referred.

Correspondence

To The Editor:

Thoughtful and interesting comments by members of the registrar's staff of this college on Mr. Raymond Girod's article on pre-enrollment, which appeared in the April issue of *COLLEGE AND UNIVERSITY*, prompt a response to the article which is in no way offered in spirit of criticism. Both the likenesses to and differences from our own system aroused admiration and a little objection. Naturally, familiarity with what is done here results in a somewhat prejudiced attitude, although it is the consensus that both Mr. Girod's plan and ours are far superior to the former practices here and at other colleges.

At Northern Illinois State Teachers College, a school of approximately 2,700 students with the usual prospect of a doubled enrollment within the next few years, the process described by Mr. Girod is called "pre-registration." For many years before schools were suddenly made aware of probable large increases, some form of preregistration other than the ordinary visit to the admissions office by many students was considered from various angles, particularly as to the probable benefits to new students and the general efficiency of the whole task of the registrar's office. It was early decided that what was needed was an advisory-preregistration system involving the faculty as academic advisers, deans, and admissions and registrar's officials.

The first step toward such a system was taken in the Fall 1950 in meetings of groups of the faculty with administrative officials, who explained the plan and requested that in each department major students be assigned an adviser from the department staff, with all members of the instructional staff included. The matter of organization within departments was left to each department head. It was agreed that in future registrations no schedule of classes for any student would be accepted by the registrar's office unless approved and signed by his adviser. This plan was followed in the next registration period, although we had not yet established the preregistration system, which was begun in the ensuing period. With continuing revisions through the past four and one-half years, a complete advisory-preregistration system has evolved with what seem to be beneficial results to students, faculty, and administrative officials. However settled the plan may be at the moment, it is hoped that improvements will be made from time to time.

Briefly, the plan is as follows: Department schedules are presented to the registrar's office in the late Fall for both semesters of the following year. A complete schedule of all classes is prepared by the registrar's office, printed, and distributed to department heads about two weeks preceding the preregistration, which is in a definite and scheduled period: for the first semester 1955, May 2-21, and for the second semester, December 5-23.

During each of these periods, the students currently enrolled are al-

lowed to preregister in classification groups, and in alphabetical order for sophomores and freshmen. In preparation for these preregistrations, class cards are prepared by IBM in duplicate. Preregistration for the summer session takes place during the May period, along with the preregistration for the coming Fall semester.

The plan for the preregistration of new students who will enter in the first semester differs considerably in that special days are set aside for that purpose. Last year in five such days (Saturdays) about 750 new students came to the campus. Eight days are planned for the current year: three Saturdays in May, one in June, three in July, and one in August. As the Director of Admissions receives applications for the coming Fall, the applying students are sent information relating to the days, their program and purpose, and offered a first, second, and third choice of the days on which they will come to the campus. A control over the number to be allowed on any Saturday prevents overcrowding. On these days the new students take part of their entrance tests, confer with their major area advisers, planning a program of classes, and present their schedules to the registrar's office so that class cards are reserved for them. They have the opportunity to confer with deans concerning housing, have lunch at one of the dormitories as guests of the college, and learn to know at least a few individuals.

The completion of registration for any one session takes place on the first day of that session, and consists only of the payment of fees, checking with the deans, and getting class cards which have been reserved. Students are not required to preregister, but are so pleased with the plan that 90 to 95 per cent of them do take the opportunity. The new students' week program of orientation in the Fall semester is not eliminated, but is reduced by one day for students who have preregistered.

In addition to the advantages listed by Mr. Girod, it is felt that the constant revisions in classes—eliminating too small sections, adding new sections, equalizing sections—preceding the actual beginning of a semester saves valuable instructional time which was formerly curtailed for such changes. The disadvantages listed by Mr. Girod do not exist to any appreciable extent on this campus; and although complaints sometimes come from faculty members about the necessity of being available for advising, particularly on the special Saturdays for new students, it is felt that most of them would still choose this system in preference to the old plan in which they were required to assist in the registration of students, and which, because of necessary changes in the schedule, prevented the beginning of actual instruction at the beginning of the semester.

EDITH LEIFHEIT, *Registrar*
MAXINE ENTWHISTLE, *Recorder*
Northern Illinois State Teachers
College

AACRAO—TREASURER'S REPORT—FISCAL YEAR 1954-55

July 21, 1955

*The Executive Committee
American Association of Collegiate
Registrars and Admissions Officers*

GENTLEMEN:

In accordance with your instructions, we have made an examination of the cash receipts and disbursements recorded in the books of accounts of the AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS AND ADMISSIONS OFFICERS for the fiscal year June 1, 1954 to May 31, 1955.

COMPARATIVE STATEMENT OF CONDITION—EXHIBIT A

The assets, liabilities and surplus Equity of The Association as at May 31, 1955 and May 31, 1954 are shown in detail in this exhibit.

The cash balance on deposit, \$7,849.24, at the Chemical Bank and Trust Company, 320 Broadway, New York City, was verified by direct correspondence and by reconciliation of statements received from the depository.

The securities consisting of U.S. Treasury and Savings Bonds were verified by physical count.

Advertising Receivable—\$100.24—represents the advertising in the April issue of the Journal not paid as at May 31, 1955.

The surplus Equity of the Association as at May 31, 1955 is \$22,923.66 as compared with the prior year of \$26,806.49. The net decrease, \$3,882.83 represents the excess of the expenses over the income for the fiscal year ended May 31, 1955.

STATEMENT OF INCOME AND EXPENSES—EXHIBIT B

This exhibit shows in comparative form the income and the expenses for the fiscal years ended May 31, 1955 and May 31, 1954. The net loss for the current year is \$3,882.83 as compared with the net income for the prior year of \$1,556.29.

STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS—EXHIBIT C

This exhibit reviews the cash receipts and disbursements for the period June 1, 1954 to May 31, 1955.

The cash receipts as recorded in the Treasurer's records were examined and all such recorded receipts were found to have been deposited in the account of American Association of Collegiate Registrars and Admissions Officers in the Chemical Bank and Trust Company, 320 Broadway, New York City. Details of the cash receipts are shown in Exhibit C and supporting Schedules C-1 to C-15 inclusive.

The cash disbursements as summarized in this exhibit and detailed in Schedules C-1 to C-15 were examined and found to have been charged to the appropriate accounts. A test check was made of vouchers and invoices and all were found to be in order and properly accounted for.

Schedules C-1 to C-15 inclusive show in comparative form the actual receipts or disbursements—1954-1955 budget and the budget over or under differences.

COMPARISON OF BUDGET WITH ACTUAL RECEIPTS AND DISBURSEMENTS

The 1954-1955 budget of receipts and disbursements totalled \$21,300.00. Additional expense appropriations were provided by the Executive Committee as requested by the following committees:

Evaluation & Standards	\$ 500.00
Special Projects	4,000.00

Space Utilization	500.00
Foreign Credentials	1,000.00
<i>Total</i>	<u>\$6,000.00</u>

The actual receipts for the year were \$825.57 more than the receipts budget, and the disbursements were \$1,291.60 less than the budget and special appropriations.

The following shows in summary form the 1954-1955 budget of receipts and disbursements compared with the actual.

	<i>Actual</i>	<i>Budget</i>	<i>Budget (Over) Under</i>
<i>Receipts</i>			
Memberships	\$20,390.00	\$19,650.00	\$ 740.00
Subscriptions	979.85	750.00	229.85
Advertising	406.22	500.00	(93.78)
Interest on Investments	349.50	400.00	(50.50)
<i>Total Receipts</i>	<u>\$22,125.57</u>	<u>\$21,300.00</u>	<u>\$ 825.57</u>
<i>Disbursements</i>			
General Administration	\$ 2,659.15	\$ 4,150.00	\$(1,490.85)
1955 Convention	2,076.48	1,000.00	1,076.48
Editor's Office	7,138.27	7,000.00	138.27
Treasurer's Office	1,488.11	1,600.00	(111.89)
Committee on Evaluation and Standards ..	1,450.62	1,750.00	(299.38)
Committee on Special Projects	7,706.23	8,200.00	(493.77)
Committee on Office Forms	250.00	250.00	—
Committee on Cooperation with Govern- mental Agencies	342.14	700.00	(357.86)
Committee on Regional Associations	1,609.96	850.00	759.96
Committee on Constitution and By-Laws ..	87.58	100.00	(12.42)
Committee on Space Utilization	347.18	500.00	(152.82)
Committee on Student Retention and With- drawal	134.47	—	134.47
Committee on Public Relations	4.00	200.00	(196.00)
Committee on Foreign Credentials	714.21	1,000.00	(285.79)
<i>Total Disbursements</i>	<u>\$26,008.40</u>	<u>\$27,300.00</u>	<u>\$(1,291.60)</u>

Certification:

I hereby certify that the accounts of the *AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS AND ADMISSIONS OFFICERS* have been examined for the period June 1, 1954 to May 31, 1955; that all of the recorded cash receipts in the records of the Treasurer have been properly accounted for and deposited in the bank account under the Association's name; that all of the disbursements have been correctly accounted for; and that the attached Exhibit C reflects the receipts and disbursements for that period and the balance in the bank as at the latter date.

Respectfully submitted
Edmund F. Bowen & Company
Certified Public Accountant
State of New York

*Exhibit A*AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS AND
ADMISSIONS OFFICERS

COMPARATIVE STATEMENT OF CONDITION

ASSETS		May 31, 1955	May 31, 1954
<i>Current Assets</i>			
Cash—On Deposit	\$	7,849.24	\$11,732.07
Petty Cash		50.00	50.00
U. S. Treasury Bonds—At Cost—Par Value		2,200.00	2,200.00
U. S. Savings Bonds—At Cost—Series "G"		5,000.00	5,000.00
U. S. Savings Bonds—At Cost—Series "K"		7,500.00	7,500.00
Advertising Receivable		100.24	100.24
<i>Total Current Assets</i>		<u>\$22,699.48</u>	<u>\$26,582.31</u>
<i>Fixed Assets</i>			
Furniture & Fixtures Acquired Prior to May 31, 1953 ..	—	—	—
Addressograph Machine & Utility Stand	\$	248.18	\$ 248.18
<i>Total Assets</i>		<u>\$22,947.66</u>	<u>\$26,830.49</u>
LIABILITIES AND EQUITY			
<i>Current Liability—Federal Withholding Tax Payable</i>	\$	24.00	\$ 24.00
American Association of Collegiate Registrars and Admissions Officers Equity:			
Balance June 1, 1954		\$26,806.49	
Balance June 1, 1953			\$25,250.20
<i>Add: Net Income (Loss) for Fiscal Year Ended:</i>			
May 31, 1955—Exhibit B	(3,882.83)		
May 31, 1954—Exhibit B			1,556.29
American Association of Collegiate Registrars and Admissions Officers Equity		<u>\$22,923.66</u>	<u>\$26,806.49</u>
<i>Total Liabilities and Equity</i>		<u>\$22,947.66</u>	<u>\$26,830.49</u>

Exhibit B

AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS AND
ADMISSIONS OFFICERS

COMPARATIVE STATEMENT OF INCOME AND EXPENSES

For the Years Ended May 31

<i>Income</i>	1955	1954
Memberships	\$20,390.00	\$19,790.00
Subscriptions	979.85	836.60
Advertising	406.22	529.21
Interest on Investments	349.50	387.00
<i>Total Income</i>	<u>\$22,125.57</u>	<u>\$21,542.81</u>
<i>Expenses</i>		
General Administration	\$ 2,659.15	\$ 2,710.52
Conventions 1955 and 1954—Net	2,076.48	1,713.08
Editor's Office	7,138.27	6,666.34
Treasurer's Office	1,488.11	1,487.70
Committee on Evaluation and Standards	1,450.62	334.78
Committee on Special Projects	7,706.23	4,059.25
Handbook—Special Appropriation	—	2,156.54
Committee on Office Forms	250.00	200.00
Committee on Co-operation with Governmental Agencies .	342.14	386.63
Committee on Regional Associations	1,609.96	271.68
Committee on Constitution and By-Laws	87.58	—
Committee on Space Utilization	347.18	—
Committee on Student Retention and Withdrawal	134.47	—
Committee on Public Relations	4.00	—
Committee on Foreign Credentials	714.21	—
<i>Total Expenses</i>	<u>\$26,008.40</u>	<u>\$19,986.52</u>
<i>Net Income—Fiscal Year Ended May 31, 1954—To Exhibit A</i>		<u>\$ 1,556.29</u>
<i>Net Loss—Fiscal Year Ended May 31, 1955—To Exhibit A</i>	<u>\$(3,882.83)</u>	

Exhibit C

**AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS AND
ADMISSIONS OFFICERS**

STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS

June 1, 1954 to May 31, 1955

<i>Cash Balance—Chemical Bank and Trust Co.—June 1, 1954</i>		\$ 11,732.07
<i>Add: Cash Receipts</i>		
Membership—Schedule C-1	\$20,390.00	
Subscriptions—Schedule C-1	979.85	
Advertising—Schedule C-1	406.22	
Interest on Investments—Schedule C-1	349.50	
Enrollment Trends—"Tidal Wave"—Schedule C-7	4,553.98	
"Credit Given"—Schedule C-7	41.00	
1955 Convention—Schedule C-3	10,193.00	
<i>Total Receipts</i>		\$ 36,913.55
<i>Less: Cash Disbursements</i>		
General Administration—Schedule C-2	\$ 2,659.15	
1955 Convention—Schedule C-3	12,269.48	
Editor's Office—Schedule C-4	7,138.27	
Treasurer's Office—Schedule C-5	1,488.11	
Committee on Evaluation and Standards—Schedule C-6	1,450.62	
Committee on Special Projects (\$7,706.23 Plus \$4,553.98 and \$41.00 Added Above)—Schedule C-7 .	12,301.21	
Committee on Office Forms—Schedule C-8	250.00	
Committee on Co-operation With Governmental Agencies—Schedule C-9	342.14	
Committee on Regional Associations—Schedule C-10 ...	1,609.96	
Committee on Constitution and By-Laws—Schedule C-11	87.58	
Committee on Space Utilization—Schedule C-12	347.18	
Committee on Student Retention and Withdrawal—Schedule C-13	134.47	
Committee on Public Relations—Schedule C-14	4.00	
Committee on Foreign Credentials—Schedule C-15	714.21	
<i>Total Cash Disbursements</i>		\$ (40,796.38)
<i>Cash Balance—Chemical Bank and Trust Co.—May 31, 1955—To Exhibit A</i>		\$ 7,849.24

Directory of Registrars and Admissions Officers in Member Institutions of the American Association of Collegiate Registrars and Admissions Officers*

ALABAMA

Alabama Agricultural and Mechanical College, Normal, R.A. Carter, Dean; Louis C. Goodwin, Assistant Professor of Social Science
Alabama College, The State College for Women, Montevallo, Virginia Hendrick, Registrar
Alabama Polytechnic Institute, Auburn, Charles W. Edwards, Registrar
Alabama State College for Negroes, Montgomery, J. T. Brooks, Registrar
University of Alabama, University, William F. Adams, Dean of Admissions
Athens College, Athens, Edwin C. Price, Registrar
Birmingham-Southern College, Birmingham, W. E. Glenn, Registrar
Howard College, Birmingham, Carl E. Todd, Registrar
Huntingdon College, Montgomery, Jean Rogers, Recorder
Judson College, Marion, Robert Bowling, Dean and Registrar
Miles College, Birmingham, Marjorie L. Hopkins, Registrar
Southeastern Bible College, Birmingham, Rev. Leon Gillaspie, Registrar
Spring Hill College, Spring Hill, Mobile County, Louis J. Boudousquie, Registrar
State Teachers College, Florence, Chester M. Arehart, Registrar
State Teachers College, Jacksonville, The Registrar
Tuskegee Institute, Tuskegee Institute, T. C. Burnette, Registrar

ALASKA

University of Alaska, College, The Registrar

ARIZONA

Arizona State College, Tempe, Alfred Thomas, Jr., Registrar and Director of Admissions
University of Arizona, Tucson, C. Zaner Leshner, Registrar
Eastern Arizona Junior College, Thatcher, LaVon Evans, Registrar
Grand Canyon College, Phoenix, Glenn Eason, Dean and Registrar
Phoenix Junior College, Phoenix, J. Lee Thompson, Registrar

* Editor's Note: Many institutions prefer to keep membership in a title, such as "The Registrar," rather than in the name of an individual. Since this is a Directory rather than an official membership list, the names of individuals have been supplied wherever possible. Both the Editor and the Treasurer have made every effort to make all changes sent in to them, but have not undertaken to make changes not indicated by the institutions concerned. Both the Editor and the Treasurer welcome information about changes and corrections.

Two or more names are listed for an institution only where a corresponding number of memberships is held.

ARKANSAS

Agricultural, Mechanical, and Normal College, Pine Bluff, Mrs. Charlie S. Henderson, Registrar
Arkansas Baptist College, Little Rock, Mrs. Ethel M. Beckley, Registrar
Arkansas College, Batesville, Roberta T. Dorr, Registrar
Arkansas Polytechnic College, Russellville, G. R. Turrentine, Registrar
Arkansas State College, Jonesboro, Baird V. Keister, Registrar
Arkansas State Teachers College, Normal Station, Conway, G. Y. Short, Recorder
University of Arkansas, Fayetteville, Fred L. Kerr, Registrar; J. Bruce Kellar, Assistant Registrar; F. G. Maddox, Assistant Registrar
Dunbar Junior College, Little Rock, Mrs. Marguerite K. Alston, Registrar
Harding College, Searcy, W. K. Summit, Registrar
Henderson State Teachers College, Arkadelphia, C. B. Cooper, Registrar
John Brown University, Siloam Springs, Roger F. Cox, Registrar
Little Rock Junior College, Little Rock, Mrs. Jewell Reynolds, Registrar
Ouachita College, Arkadelphia, Frances Crawford, Registrar
Philander Smith College, Little Rock, The Registrar
Shorter College, North Little Rock, Mrs. Vera W. Muldrew, Registrar
Southern Baptist College, Walnut Ridge, The Registrar
Southern State College, Magnolia, Matsye Gantt, Registrar

CALIFORNIA

Armstrong College, Berkeley, J. Evan Armstrong, President
Bakersfield College, Bakersfield, Burns L. Finlinson, Dean of Records
The Bible Institute of Los Angeles, Los Angeles, James H. Christian, Registrar
Cal-Aero Technical Institute, Glendale, J. D. Strickland, Registrar
California Baptist Theological Seminary, Covina, J. L. Philbrick, Registrar
California College of Arts and Crafts, Oakland, Donald W. Robinson, Registrar
California Institute of Technology, Pasadena, Francis Maxstadt, Registrar
California State Polytechnic College, San Luis Obispo, Leo F. Philbin, Registrar
University of California, Berkeley, H. A. Spindt, Director of Admissions
University of California, Davis, Howard B. Shontz, Registrar
University of California at Los Angeles, Los Angeles, William C. Pomeroy, Registrar; Edgar L. Lazier, Associate Director of Admissions
University of California, Riverside, Clinton C. Gilliam, Registrar and Admissions Officer
University of California, Santa Barbara College, Goleta, Paul W. Wright, Registrar
Chapman College, Los Angeles, Emery Owens
Chico State College, Chico, Wallin J. Carlson, Registrar
The Claremont Graduate School, Claremont, Mrs. Urith S. Abbott, Registrar
Claremont Men's College, Claremont, Ruth Witten, Registrar
Compton Junior College, Compton, Holland A. Spurgin, Dean of Records
Dominican College of San Rafael, San Rafael, Sister Mary Anita, Registrar
East Contra Costa Junior College, Concord, Clayton C. McCay, Registrar
East Los Angeles Junior College, Los Angeles, Walter S. Hertzog Jr., Dean, Admissions, Instruction, and Guidance
Fuller Theological Seminary, Pasadena, Harold Lindsell, Dean
George Pepperdine College, Los Angeles, Margarette W. Walker, Registrar
Glendale College, Glendale, Carl E. McConnell, Registrar
Golden Gate Baptist Theological Seminary, Berkeley, Jack W. Manning, Registrar
Golden Gate College, San Francisco, Howard L. Martin, Acting Registrar; Robert D. Eddy, Dean of Admissions and Guidance

- Grant Technical College, Del Paso Heights, Shirley Thurman, Dean of Women and Registrar
- Hartnell College, Salinas, Jerry H. Girdner, Dean of Guidance and Registrar
- College of the Holy Names, Oakland, Sister Mary Seraphica, Registrar
- Humboldt State College, Arcata
- Immaculate Heart College, Hollywood, Mrs. Beatrice Holcomb, Registrar
- La Sierra College, Arlington, Willeta Carlsen, Registrar
- La Verne College, La Verne, J. C. Brandt, Registrar
- Long Beach State College, Long Beach, Clarence R. Bergland, Admissions Officer
- Los Angeles Baptist Theological Seminary, Los Angeles, Thomas H. Price, Acting Registrar
- Los Angeles City College, Los Angeles, Kenneth Knight, Dean of Admissions
- Los Angeles Conservatory of Music and Arts, Los Angeles, James Armstrong, Registrar
- Los Angeles Harbor Junior College, Wilmington, Hazel M. Whedon, Dean of Admissions and Guidance
- Los Angeles College of Optometry, Los Angeles, James F. English, Registrar and Comptroller
- Los Angeles Pacific College, Los Angeles, The Registrar
- Los Angeles State College, Los Angeles, Robert J. Williams, Admissions Officer
- Loyola University of Los Angeles, Los Angeles, Catherina F. Emenaker, Registrar
- College of Marin, Kentfield, Marin County, Grace W. Donnan, Registrar
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- College of Medical Evangelists, Los Angeles Division, Los Angeles, Herbert A. Walls, Jr., Associate Registrar
- Menlo Junior College, Menlo Park, John D. Russell, Director of Admissions and Registrar
- Mount Saint Mary's College, Los Angeles, Sister Mary Teresa
- Mount San Antonio Junior College, Pomona, Hazel A. Snoke, Registrar
- College of Notre Dame, Belmont, Sister Miriam Therese, Registrar
- Occidental College, Los Angeles, Florence N. Brady, Registrar
- College of Osteopathic Physicians and Surgeons, Los Angeles, Benjamin W. Fullington, Director of Admissions and Registrar
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 San Francisco State College, San Francisco, Florence Vance, Registrar
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 rector of Admissions
 Evansville College, Evansville, G. R. McCoy, Registrar
 Fort Wayne Bible College, Fort Wayne, Harvey L. Mitchell, Registrar
 Franklin College, Franklin, Virfel Roe, Registrar
 Goshen College, Goshen, Ada Shaum, Acting Registrar; S. M. King, Director of
 Admissions
 Grace Theological Seminary, Winona Lake, Homer A. Kent, Registrar
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 missions; Rev. Robert J. Lochner, C.S.C., Assistant to Vice President, Aca-
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 St. Joseph's College, Collegeville, Charles J. Robbins, Registrar
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 St. Mary's College, Notre Dame, Sister M. Gertrude Anne, Registrar
 St. Meinrad Seminary, St. Meinrad, Rev. Xavier Maudlin, Registrar

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Tri-State College, Angola, Vern Jones, Registrar
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Coe College, Cedar Rapids, Stanley J. Heywood, Registrar
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 Director of Admissions
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Villa Madonna College, Covington, Sister M. Irmina, O.S.B.
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Louisiana College, Pineville, H. M. Weathersby, Dean
Louisiana Polytechnic Institute, Ruston, Mabel May, Registrar
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Loyola University, New Orleans, Carmel Discon, Registrar
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Northwestern State College, Natchitoches, The Registrar
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Nasson College, Springvale, C. James Colville, Jr., Director of Admissions and Public Relations
Portland Junior College, Portland, Harold M. Lawrence, Registrar
St. Francis College, Biddeford, Rev. Norman Thibodeau, O.F.M., Registrar

MARYLAND

University of Baltimore, Baltimore, Lester Lindley
Goucher College, Baltimore, Mildred Covey, Registrar; Mary Ross Flowers, Director of Admissions

Hood College, Frederick, Grace N. Brown, Registrar
 Johns Hopkins University, Baltimore, Irene M. Davis, Registrar; William Logan, Director of Admissions
 Loyola College, Baltimore, The Dean
 Maryland State College, Division of University of Maryland at Princess Anne, Princess Anne, Violet J. Wood, Director of Admissions
 Maryland State Teachers College, Towson, Rebecca C. Tansil, Director of Admissions; Flossie Jones, Registrar
 University of Maryland, College Park, The Registrar
 Montgomery Junior College, Takoma Park, Harriett C. Preble, Registrar
 Morgan State College, Baltimore, Edward N. Wilson, Registrar; J. Percy Bond, Director of Admissions and Placement Office
 Mount Saint Agnes College, Mount Washington, Baltimore, Sister M. Magdala, R.S.M.
 Mount St. Mary's College, Emmitsburg, Bernard S. Kaliss, Registrar
 Ner Israel Rabbinical College, Baltimore, Herman N. Neuberger, Registrar
 Notre Dame of Maryland, Baltimore, Sister Mary Elissa, Director of Admissions
 Peabody Conservatory of Music, Baltimore, Virginia Carty, Dean
 St. John's College, Annapolis, Miriam Strange, Registrar
 St. Joseph's College, Emmitsburg, Sister Elizabeth, Registrar
 St. Mary's Seminary Junior College, St. Mary's City, Louise K. Rotha
 State Teachers College, Salisbury, Robert Gebhardtsbauer, Registrar
 United States Naval Academy, Annapolis, Richard E. Heise, Registrar
 Washington College, Chestertown, Ermon N. Foster, Registrar
 Washington Missionary College, Takoma Park, Eunice J. Rozema, Registrar
 Western Maryland College, Westminster, Martha E. Manahan, Registrar
 Woodstock College, Woodstock, Rev. John J. Heaney, S.J.

MASSACHUSETTS

American International College, Springfield, Mrs. Esther F. Hansen, Registrar
 Amherst College, Amherst, Eugene S. Wilson, Director of Admissions
 Assumption College, Worcester, Rev. Louis Dion, Dean and Registrar
 Atlantic Union College, South Lancaster, Lyle Clarambeau, Registrar
 Babson Institute of Business Administration, Babson Park, Paul C. Staake, Jr., Registrar; Gordon M. Trim, Director of Admissions
 Becker Junior College, Worcester, Gilbert H. Reed, Director of Admissions
 Boston College, Chestnut Hill, Francis J. Campbell, Registrar
 Boston School of Occupational Therapy, Boston, Acile Harrison, Registrar
 Boston University, Boston, Donald L. Oliver, Director of Admissions
 Boston University, College of Liberal Arts, Boston, Katherine E. Hilliker, Assistant to the Dean; Earle F. Wilder, Registrar
 Boston University, College of Business Administration, Boston, Robert L. Peel, Registrar
 Boston University, College of Practical Arts and Letters, Boston, The Registrar
 Boston University, School of Education, Boston, Donn W. Hayes, Registrar
 Bradford Junior College, Bradford, Frederick C. Ferry, Jr., Dean
 Brandeis University, Waltham, C. Ruggles Smith, Registrar; Charles Warner Duhig, Registrar
 Clark University, Worcester, Lydia P. Colby, Registrar
 Eastern Nazarene College, Wollaston, Madeline N. Nease, Registrar
 Emerson College, Boston, The Registrar
 Emmanuel College, Boston, Sister Mary St. Edward, Registrar

Endicott Junior College, Beverly, Eleanor Tupper, Dean
Garland Junior College, Boston, Ann M. Sullivan, Registrar
Gordon College of Theology and Missions, Boston, Mrs. Mary C. Orr, Registrar
Harvard College, Cambridge, The Registrar
Harvard Law School, Cambridge, Louis A. Toepfer, Assistant Dean and Director of Admissions
College of the Holy Cross, Worcester, Rev. Myles S. Fay, S.J., Dean of Admissions; Frederick A. Norton, Registrar
College of Our Lady of the Elms, Chicopee, Sister Helen Joseph, Registrar
Lasell Junior College, Auburndale, Raymond C. Wass, President
Lesley College, Cambridge, Mrs. Margery W. Bouma, Registrar and Director of Admissions
Lowell Technological Institute of Massachusetts, Lowell, Walter F. Drohan
Massachusetts College of Pharmacy, Boston, G. Barbara Lindstrom, Registrar and Financial Secretary
Massachusetts Institute of Technology, Cambridge, J. C. MacKinnon, Registrar; Robert Earl Hewes, Associate Registrar; B. Alden Thresher, Director of Admissions; Warren D. Wells, Assistant Registrar
University of Massachusetts, Amherst, Marshall O. Lanphear, Registrar
Merrimack College, Andover, Rev. Francis X. Smith, O.S.A., Registrar
Mount Holyoke College, South Hadley, Genevieve F. Pratt, Registrar
New England Conservatory of Music, Boston, Elwood E. Gaskill, Registrar
Newton College of the Sacred Heart, Newton, Mother Loretta Santen, Registrar
Northeastern University, Boston, Rudolph M. Morris, Registrar; Gilbert C. Garland, Director of Admissions
Nursery Training School of Boston, Boston, Katherine J. Jones, Executive Secretary and Registrar
Pine Manor Junior College, Wellesley, Edith E. Emery, Registrar
Regis College, Weston, Sister Mary Margarita, Registrar
Saint John's Seminary, Brighton, Rev. John D. Callahan, Registrar
Salem Teachers College, Salem
Simmons College, Boston, Margaret Kimball Gonyea
Smith College, Northampton, Mrs. Gladys D. Diggs, Registrar
Springfield College, Springfield, Mrs. Olga Eaton Ellis, Registrar; R. William Cheney, Director of Admissions
Staley College, Brookline, Emily E. Staley, Registrar; Charles A. Brennan, Assistant Registrar
State Teachers College, Framingham, Francis K. Guindon, Registrar
Suffolk University, Boston, Donald W. Goodrich, Registrar
Wellesley College, Wellesley, Kathleen Elliott, Recorder
Western New England College, Springfield, George F. Chisholm, Dean of Students and Director of Admissions
Wheaton College, Norton
Wheelock College, Boston, Laura A. Townsend, Registrar
Williams College, Williamstown, Mrs. Nelson S. McCraw, Registrar and Editor
Worcester Junior College, Worcester, Acting Registrar
Worcester Polytechnic Institute, Worcester, Gertrude R. Rugg, Registrar

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Adrian College, Adrian, Mrs. M. C. Miller, Registrar
Albion College, Albion, Marvin F. Pahl, Registrar

- Alma College, Alma, Molly Parrish, Registrar; Guile J. Graham, Director of Admissions
- Aquinas College, Grand Rapids, Sister M. Blandina, Registrar
- Bay City Junior College, Bay City, W. E. Thorsberg, Registrar
- Calvin College, Grand Rapids, H. C. Dekker, Registrar
- Central Michigan College of Education, Mount Pleasant, George N. Lauer, Dean of Admissions and Records
- Cleary College, Ypsilanti, Walter Greig, Registrar
- Detroit Bible Institute, Detroit, Mrs. Laurence P. Cavers, Registrar
- Detroit College of Law, Detroit, Charles H. King, Dean
- Detroit Institute of Musical Art, Detroit, William H. Rees, Registrar
- Detroit Institute of Technology, Detroit, Donald A. Houghton, Admissions Director
- University of Detroit, Detroit, Joseph A. Berkowski, Registrar
- Emmanuel Missionary College, Berrien Springs, C. D. Striplin, Registrar
- Ferris Institute, Big Rapids, Harold E. Wisner, Registrar
- Flint Junior College, Flint, Muriel Parsell, Registrar
- General Motors Institute, Flint, R. H. Bechtold, Registrar and Chairman, Admissions Committee
- Gogebic Junior College, Ironwood, Jacob Solin, Director
- Grand Rapids Junior College, Grand Rapids, Lyvonne Riisberg, Registrar
- Henry Ford Community College, Dearborn, Albert M. Ammerman, Admissions Officer
- The Highland Park Junior College, Highland Park, Grant O. Withey, Dean
- Hillsdale College, Hillsdale, Florence Kreiter, Registrar
- Hope College, Holland, Paul E. Hinkamp, Registrar
- Jackson Junior College, Jackson, Barbara H. Fausell, Registrar
- Lawrence Institute of Technology, Highland Park, Genevieve Dooley, Registrar
- Madonna College, Livonia, Sister Mary Remigia, Registrar
- Marygrove College, Detroit, Sister Miriam Fidelis
- Mercy College, Detroit, Sister Mary Alphonse, R.S.M., Registrar
- Merrill-Palmer School, Detroit, Mrs. Maybelle Stevens, Registrar
- Michigan College of Mining and Technology, Houghton, Thomas C. Sermon, Registrar
- Michigan College of Mining and Technology, Sault Branch, Sault Ste. Marie, James C. Myers, Jr., Registrar
- Michigan State College, East Lansing, Robert S. Linton, Registrar
- Michigan State Normal College, Ypsilanti, Everett L. Marshall, Registrar
- University of Michigan, Ann Arbor, Edward G. Groesbeck, Registrar; Clyde Vroman, Director of Admissions
- Nazareth College, Nazareth, Sister M. Therese, Registrar
- Northern Michigan College of Education, Marquette, L. O. Gant, Registrar
- Olivet College, Olivet, Helen M. Mitchell, Registrar
- Owosso Bible College, Owosso, Betty Messer, Acting Registrar
- Port Huron Junior College, Port Huron, Mrs. Hilda MacLaren, Registrar
- Sacred Heart Seminary, Detroit, Rev. Edmond A. Fournier, Registrar and Director of Admissions; Rev. William E. Hoerauf, Admissions Officer
- St. Mary's College, Orchard Lake, The Registrar
- Siena Heights College, Adrian, Sister M. Bertha, Registrar
- Spring Arbor Junior College, Spring Arbor, Harold W. Darling, Dean and Registrar
- Suomi College, Hancock, David T. Halkola, Registrar
- Wayne University, Detroit, George L. Miller, Director of Admissions, Records, and Registration

Western Michigan College of Education, Kalamazoo, Clayton J. Maus, Registrar;
Keith Smith, Assistant Registrar

MINNESOTA

Augsburg College, Minneapolis, Mildred Joel, Registrar
Bethany Lutheran College, Mankato, N. S. Holte, Registrar
Bethel College, St. Paul, Royal Bloom, Director of Admissions
Carleton College, Northfield, The Library
Concordia College, Moorhead, Donald Dale, Registrar
Concordia College, St. Paul, Oswald B. Overn, Registrar
Gustavus Adolphus College, St. Peter, Oliver C. Hagglund, Registrar
Hamline University, St. Paul, Claribelle B. Olson, Registrar; Arthur S. Williamson,
Director of Admissions
Macalester College, St. Paul, Raymond Jay Bradley, Registrar
Mankato State Teachers College, Mankato, W. A. Cox, Registrar
Minneapolis School of Art, Minneapolis, Norma Bierbauer, Registrar
University of Minnesota, Minneapolis, True E. Pettengill, Office of Registrar
University of Minnesota, Duluth Branch, Duluth, The Registrar
Minnesota Bible College, Minneapolis, Don L. Riffin, Registrar
Northwestern College, Minneapolis, William P. Gowler, Registrar
Rochester Junior College, Rochester, Hazel H. Creal, Registrar
College of St. Benedict, St. Joseph, Sister Paula Reiten, O.S.B., Registrar
College of St. Catherine, Saint Paul, Sister Helen Margaret, Registrar
St. John's University, Collegeville, Rev. Arno Gustin, O.S.B., Registrar
Saint Mary's College, Winona, Brother J. Leo, Registrar
St. Olaf College, Northfield, Inez Frayseth, Registrar; C. R. Swanson, Director of
Admissions
The St. Paul Bible Institute, St. Paul, Merton W. Tanner, Registrar
The Saint Paul Seminary, St. Paul, Rev. George J. Ziskovsky, Registrar
College of Saint Scholastica, Duluth, Sister Mary Jude Gardner, Registrar
College of Saint Teresa, Winona, Sister Mary Gretchen Berg, Registrar
College of St. Thomas, St. Paul, Rev. Donald J. Gormley, Registrar
State Teachers College, Bemidji
State Teachers College, Moorhead, Earl Foremann, Director of Admissions, Records,
and Evaluation
State Teachers College, St. Cloud, Mary Lilleskov, Registrar
Winona State Teachers College, Winona, Helen B. Pritchard, Registrar
Worthington Junior College, Worthington, W. Donald Olsen, Dean

MISSISSIPPI

Alcorn Agricultural and Mechanical College, Alcorn, Jennie Lee Jackson, Registrar
Belhaven College, Jackson, Anne McBride, Registrar
Clarke Memorial College, Newton, Mrs. George T. Parker, Registrar
Copiah-Lincoln Junior College, Wesson, The Registrar
Jackson College, Jackson, De Lars Funches, Registrar
Mary Holmes Junior College, West Point, Margaret E. Hill, Dean and Registrar
Millsaps College, Jackson, Paul D. Hardin, Registrar
Mississippi College, Clinton, Addie Mae Stevens, Registrar
Mississippi Delta State Teachers College, Cleveland, Katie Mauldin, Registrar
Mississippi Southern College, Hattiesburg, O. N. Darby, Registrar
Mississippi State College, State College, Theodore K. Martin, Registrar
Mississippi State College for Women, Columbus, G. T. Buckley, Registrar

University of Mississippi, University, Robert B. Ellis, Registrar; Tom S. Hines, Assistant Registrar; Katharine Rea, Admissions Counselor
Mississippi Vocational College, Itta Bena, Alvina J. McNeil, Registrar
Tougaloo College, Tougaloo, Halbert E. Dockins, Registrar
William Carey College, Hattiesburg, Mrs. Naomi Noonkester, Registrar

MISSOURI

Central Bible Institute and Seminary, Springfield, O. E. Gaugh, Dean of Admissions
Central College, Fayette, Martha C. Ricketts, Registrar
Central Missouri State College, Warrensburg, Mrs. Margaret Brown, Registrar
Central Technical Institute, Kansas City, R. W. Harriman, Vice-President and Chief Registrar
Christian College, Columbia, Neil Freeland, Director of Admissions
Concordia Theological Seminary, St. Louis, L. C. Wuerffel, Dean
Cottey College, Nevada, Blanche H. Dow, President
Culver-Stockton College, Canton, The Registrar
Drury College, Springfield, Mrs. Gertrude Rockwell, Registrar
Fontbonne College, St. Louis, Sister Ellen Mary, C.S.J., Registrar
Hannibal-La Grange College, Hannibal, Howard S. Higdon, Dean and Registrar
Harris Teachers College, St. Louis, Wilmar R. Schneider, Registrar
Joplin Junior College, Joplin, Margaret Mitchell, Registrar
Junior College, Kansas City, R. A. Ball, Director of Admissions
Kansas City Art Institute, Kansas City, Mrs. Gretchen Van Del, Registrar
Kansas City College of Osteopathy and Surgery, Kansas City, Kenneth J. Davis, D.O., Dean
University of Kansas City, Kansas City, Caleb G. Shipley, Director of Admissions
Kemper Military School, Boonville, F. J. Marston, Dean
Lincoln University, Jefferson City, The Registrar
Lindenwood College, St. Charles, The Registrar
Maryville College, St. Louis, Mother Lucille J. Pezolt, R.S.C.J., Registrar
University of Missouri, Columbia, S. Woodson Canada, Registrar; Charles W. McLane, Director of Admissions
University of Missouri School of Mines and Metallurgy, Rolla, Noel Hubbard
Missouri Valley College, Marshall, Stanley R. Hayden, Registrar
Music and Arts College of St. Louis, St. Louis
National College for Christian Workers, Kansas City, Frieda M. Gipson, Registrar
Northeast Missouri State Teachers College, Kirksville, Orville Bowers, Registrar
Northwest Missouri State College, Maryville, R. P. Foster, Registrar
Notre Dame College, St. Louis, The Registrar
Park College, Parkville, Mrs. Sherry Browne, Registrar
Rockhurst College, Kansas City, Rev. Joseph E. Gough, Dean and Admissions Officer; Paul D. Arend, Registrar
St. Joseph Junior College, St. Joseph, Nelle Blum, Dean
St. Louis Institute of Music, St. Louis, Mrs. Velma T. Honig, Registrar
St. Louis Preparatory Seminary, St. Louis, J. J. Edwards, C.M., Dean of Studies and Registrar
St. Louis University, St. Louis, Paul T. McDonald, Registrar; Richard Keefe, Director of Admissions
St. Mary's Seminary, Perryville, Rev. L. J. Leonard, C.M., Dean of Studies
St. Paul's College, Concordia, Allen Nauss, Dean of Students
Saint Teresa's Senior College, Kansas City, Sister Ann Regis, Registrar
Southeast Missouri State College, Cape Girardeau, Alton Bray, Registrar

Southwest Baptist College, Bolivar, Orien B. Hendrex, Registrar
Southwest Missouri State Teachers College, Springfield, Guy H. Thompson, Registrar
Stephens College, Columbia, P.R.M. Armstrong, Registrar; Machin Garner, Director of Admissions
Tarkio College, Tarkio, Fred L. Keller, Registrar
Washington University, St. Louis, O. W. Wagner, Director of Student Records; William Glasgow Bowling, Dean of Admissions
Washington University, School of Medicine, St. Louis, W. B. Parker, Registrar
Webster College, Webster Groves, Sister Alexander Marie, Registrar
Wentworth Military Academy, Lexington, Dallas C. Buck, Dean
William Jewell College, Liberty, F. M. Derwacter, Registrar; E. W. Holzapfel, Dean of Students
William Woods College, Fulton, Audrey Crump, Registrar

MONTANA

Carroll College, Helena, William Ogle
Custer County Junior College, Miles City, D.B. Campbell, Dean and Registrar
Eastern Montana College of Education, Billings, Lincoln J. Aikins, Registrar
College of Great Falls, Great Falls, Sister Helen Paula, Registrar
Montana School of Mines, Butte, W. M. Brown, Registrar
Montana State College, Bozeman, Martha L. Hawksworth, Registrar
Northern Montana College, Havre, C. L. Langer, Business Manager and Registrar
State University of Montana, Missoula, Leo Smith, Registrar
Western Montana College of Education, Dillon, Dorothy Gelhaus, Registrar

NEBRASKA

Concordia Teachers College, Seward, Willa Koenig, Registrar
Creighton University, Omaha, Jack N. Williams, Registrar
Dana College, Blair, E. M. Rasmussen, Registrar
Doane College, Crete, Loyd C. Oleson, Registrar
Duchesne College, Omaha, Mother Catherine McShane, Registrar
Fairbury Junior College, Fairbury, Paul C. Larsen, Dean and Registrar
Grace Bible Institute, Omaha, Paul Kuhlmann, Registrar
Hastings College, Hastings, Eunice Chapman, Registrar
Luther Junior College and Academy, Wahoo, Elaine Gustafson, Registrar
Midland College, Fremont, Mildred A. Cattern, Registrar
Municipal University of Omaha, Omaha, Alice Smith, Registrar
Nebraska State Teachers College, Chadron, A. E. Kent, Registrar
Nebraska State Teachers College, Wayne, The Registrar
University of Nebraska, Lincoln, G. W. Rosenlof, Dean of Admissions and Inter-Institutional Relations
Nebraska Wesleyan University, Lincoln, Mrs. Helen Luschei, Registrar
State Teachers College, Peru, F. H. Larson, Registrar
Union College, Lincoln, Marie Anderson, Registrar

NEVADA

University of Nevada, Reno, Clarence E. Byrd, Registrar and Director of Admissions

NEW HAMPSHIRE

Colby Junior College, New London, Elizabeth Sladen, Registrar

Dartmouth College, Hanover, Robert O. Conant, Registrar
 Mount St. Mary's College, Hooksett, Jacqueline Mara, Registrar
 University of New Hampshire, Durham, Doris Beane, University Recorder
 Rivier College, Nashua, Sister Marie Carmella, Dean
 St. Anselm's College, Manchester, Stephen F. Parent, Registrar

NEW JERSEY

Bloomfield College and Seminary, Bloomfield, Ralph N. Calkins, Dean
 Caldwell College for Women, Caldwell, Sister M. Marguerite, O.P., Registrar
 Centenary Junior College, Hackettstown, Edward W. Seay, President; Mrs. Mabel W. Kelley, Director of Admissions; Margaret E. Hight, Dean
 Drew University, Madison, Walter A. Glass, Registrar
 Educational Testing Service, Princeton, Ernest Whitworth
 Fairleigh Dickinson College, Rutherford, Sylvia Sammartino, Registrar; Richard Desmond, Director, Evening Session
 Fairleigh Dickinson College, Teaneck Campus, Teaneck, Mrs. Harriet E. Beggs, Registrar
 Georgian Court College, Lakewood, Sister Mary Incarnata, Registrar
 Jersey City Junior College, Jersey City, Catherine L. Hughes, Assistant Registrar
 Monmouth Junior College, Long Branch, Ruth E. Nebel, Registrar
 New Jersey State Teachers College, Jersey City, F. A. Irwin, President
 New Jersey State Teachers College, Newark, Vera F. Minkin, Registrar
 New Jersey State Teachers College, Paterson, Eleanor I. Edwards, Registrar
 New Jersey State Teachers College, Upper Montclair, Mary M. House, Registrar
 Newark College of Engineering and Newark Technical School, Newark, E. Alice Hickey, Recorder; Frank A. Grammer, Dean of Students; Robert K. Haubner, Assistant to the Dean of Students
 Panzer College of Physical Education and Hygiene, East Orange, Hazel M. Wacker, Registrar
 Princeton University, Princeton, Howard W. Stepp, Registrar
 Rider College, Trenton, J. Goodner Gill, Vice-President
 Rutgers University, New Brunswick, Wherry E. Zingg, Acting University Registrar; George A. Kramer, University Director of Admissions; Catherine Carr, Assistant Registrar, University College
 Douglass College, Rutgers University, New Brunswick, Andrea Manley, Registrar; Edna M. Newby, Director of Admission Office
 Newark Colleges of Rutgers University, Newark, Hugh F. Bennett Jr., Registrar; Agnes D. Watt, Director of Admissions
 The College of South Jersey, Rutgers University, Camden, Margaret Zipp, Registrar; Harold A. Eaton, Director of Admissions
 College of Saint Elizabeth, Convent Station, Sister Rose Thérèse, Registrar; Sister M. Kathleen, Directress of Admissions
 St. Peter's College, Jersey City, Kenneth J. Dwyer, Registrar; Vincent P. McNerney, Director of Admissions
 Seton Hall College, South Orange, M. K. Fitzsimmons, Registrar
 Shelton College, Ringwood, Katharine S. Richards, Registrar
 Stevens Institute of Technology, Hoboken, N. H. Memory
 Trenton Junior College, Trenton, Janet S. Trembath, Registrar
 Union Junior College, Cranford, Dorothea Wiersma, Registrar
 Upsala College, East Orange, G. P. Carlson, Secretary and Registrar
 Westminster Choir College, Princeton, Rhea B. Williamson, Dean of the College

NEW MEXICO

Eastern New Mexico University, Portales, Ruth Wheeler, Registrar
New Mexico College of Agriculture and Mechanic Arts, State College, Era Rentfrow, Registrar
New Mexico Highlands University, Las Vegas, C. H. Robinson, Registrar
New Mexico Institute of Mining and Technology, Socorro, Arthur P. Stanton, Registrar
New Mexico Military Institute, Roswell, Registrar and Dean of Admissions
University of New Mexico, Albuquerque, J. C. MacGregor, Director of Admissions and Registrar
New Mexico Western College, Silver City, Donald S. Overturf, Registrar; Mrs. Ruth M. Humphrey, Assistant Registrar
College of St. Joseph on the Rio Grande, Albuquerque, Sister M. Catherine Ann, Registrar

NEW YORK

Academy of Aeronautics, La Guardia Airport, Walter M. Hartung, Director of Training, Vice-President
Adelphi College, Garden City, Rosemary A. Feeney, Registrar
Alfred University, Alfred, Clifford M. Potter, Registrar; Kevin P. Bunnell, Director of Admissions
Auburn Community College, Auburn, Albert T. Skinner, Dean
Baptist Bible Seminary, Johnson City, Mead C. Armstrong, Registrar
Bard College, Annandale-on-Hudson, Elsie L. Quinn, Registrar; Richard M. Gummere, Jr., Director of Admissions
Brooklyn College, Brooklyn, The Registrar
Broome County Technical Institute, Binghamton, James E. McVean, Director of Admissions and Extension
The University of Buffalo, Buffalo, Emma E. Deters, Registrar; Mabel D. Montgomery, Supervisor of Credentials; Dorothy E. Eells, Assistant to the University Registrar
Canisius College, Buffalo, Richard C. Barten, Assistant Registrar
Cazenovia Junior College, Cazenovia, Clarence A. Heagle, Director of Admissions
The City College, New York, Robert L. Taylor, Registrar
The City College, Baruch School, New York, Agnes Clare Mulligan, Assistant Registrar
Clarkson College of Technology, Potsdam, F. A. Ramsdell, Registrar
Colgate University, Hamilton, William J. Everts, Registrar; William F. Griffith, Associate Dean
Columbia University, New York, John M. Mullins, Registrar; Harold E. Lowe, Director of University Admissions; Charles P. Hurd, Associate Director of University Admissions
Columbia University, Barnard College, New York, Margaret Giddings, Registrar
Columbia University, College of Pharmacy, New York, Andrew J. Esposito, Registrar
Columbia University, Teachers College, New York, Frank H. Hagemeyer, Registrar; Hattie Jarmon, Officer in Charge of Admissions
Concordia Collegiate Institute, Bronxville, The Dean
The Cooper Union, New York, Mrs. George F. Bateman, Registrar
Cornell University, Ithaca, Eugene F. Bradford, Registrar; Herbert H. Williams, Director of Admissions; David A. Warren, Assistant Registrar
D'Youville College, Buffalo, Sister Alice of the Sacred Heart

- Elmira College, Elmira, Mrs. Susan H. Mangan, Registrar
 Erie County Technical Institute, Buffalo, Laurence E. Spring, Assistant Director of Extension and Registrar
 Fashion Institute of Technology, New York, Mrs. Marion K. Brandriss, Chairman of Admissions
 Finch College, New York, Mrs. Myrtle Augustin, Registrar; Mrs. Marjorie S. Purcell, Director of Admissions
 Fordham University, City Hall Division, New York, E. Vincent O'Brien, Director of Admissions and Records
 Fordham University, Campus Division, New York, William F. McAloon, Director of Admissions and Records
 Good Counsel College, White Plains, Sister M. Ambrose, Registrar
 Hamilton College, Clinton, Mrs. Maleska Robinson, Registrar
 Hartwick College, Oneonta, Gerald E. Reese, Registrar and Director of Admissions
 Hobart College, Geneva, John S. Witte, Director of Admissions; Elizabeth R. Durfee, Registrar
 Hofstra College, Hempstead, Charles J. Meixel, Registrar
 Houghton College, Houghton, The Registrar
 Hunter College of the City of New York, New York, Mrs. Mary B. J. Lehn, Registrar
 Hunter College of the City of New York, Bronx Buildings, New York, George J. Schoengood, Assistant Registrar
 Iona College, New Rochelle, Joseph J. Enright, F.S.C.H.
 Ithaca College, Ithaca, Florence Howland, Registrar
 Jamestown Community College, Jamestown, William Harold Schlifke, Assistant to the President, Dean of Admissions
 Juilliard School of Music, New York, Judson Ehrbar, Registrar
 Keuka College, Keuka Park, Helen M. Space, Registrar
 The King's College, Briarcliff Manor, Calvin H. Waldron, Registrar
 Ladycliff College, Highland Falls, Sister Miriam, Registrar
 Le Moyne College, Le Moyne Heights, Syracuse, Theodore G. Meyers, Registrar
 Long Island Agricultural and Technical Institute, Farmingdale, H. B. Knapp, Director; Wilson P. Merritt, Assistant Director and Registrar
 Long Island University, Brooklyn, The Registrar
 Manhattan College, New York, Brother Aquilinus Joseph, F.S.C., Registrar; John A. Cossa, Dean of Student Personnel
 Manhattanville College of the Sacred Heart, Purchase, Gertrude V. Brady, Registrar
 Maryknoll Teachers College, Maryknoll, Sister Teresa Marie, Registrar
 Marymount College, New York, Mother M. Majella, Registrar
 Marymount College, Tarrytown-on-Hudson, Mother M. de Lourdes, Registrar
 Mills College of Education, New York, Margaret M. Devine
 The Missionary Training Institute, Nyack, Mary K. Leo, Registrar
 Mount St. Joseph Teachers College, Buffalo, Sister M. Theodosia, Registrar
 College of Mount St. Vincent, New York, Sister Miriam Rose, Registrar
 Nazareth College of Rochester, Rochester, Sister Josephine Louise, Registrar
 College of New Rochelle, New Rochelle, Mother M. Paula Bero, O.S.U.
 The New School for Social Research, The Graduate Faculty of Political and Social Science, New York, Mary Lynn, Registrar
 The New School for Social Research, Undergraduate Division in Adult Education Division, New York, Charles Godley, Registrar
 New York City Community College, Brooklyn, Alfred R. Mascolo, Recorder of the College

- New York School of Social Work, New York, Dorothy Evans, Registrar
New York State Agricultural and Technical Institute, Alfred, Milo Van Hall, Director of Student Personnel
New York State College for Teachers, Albany, The Registrar
New York State College for Teachers, Buffalo, The Registrar
New York State College of Forestry, Syracuse, Raymond F. Crossman, Dean of Students; Marguerite A. Van Bree
New York University, New York, Elwood C. Kastner, Dean of Admissions and Registrar
Niagara University, Niagara University, Charles J. Edgette, Dean
Notre Dame College of Staten Island, Staten Island, Mother Saint Thomas of Cori, Registrar
Orange County Community College, Middletown, James F. Hall, Director of Admissions
Pace College, New York, S. A. Nock, Registrar; Joseph S. Treu, Assistant Registrar; Robert E. Powers, Director of Admissions
Packer Collegiate Institute, Brooklyn, Nell M. Rothschild, Registrar and Field Secretary
The Polytechnic Institute of Brooklyn, Brooklyn, George S. Eaton, Registrar
Pratt Institute, Brooklyn, Louis Robineau, Director of Admissions and Registrar
Queens College, Flushing, Howard A. Knag, Registrar
Rensselaer Polytechnic Institute, Troy, John A. Dunlop, Registrar
Roberts Wesleyan College, North Chili, Neil F. Pfouts, Registrar
Rochester Institute of Technology, Rochester, Alfred A. Johns, Registrar
University of Rochester, Rochester, Olive M. Schrader, Registrar; Charles R. Dalton, Director of Admissions and Director of Student Aid
University of Rochester, School of Liberal and Applied Studies, Rochester, Ruth M. Harper, Secretary and Registrar
University of Rochester, The Graduate School, Rochester, Mrs. Arlene T. Crandall, Registrar
Rosary Hill College, Buffalo, Sister M. Innocentia, Registrar
Russell Sage College, Troy, Eva Margaret Pearson, Director of Admissions
St. Bernardine of Siena College, Loudonville, Albany County, Rev. Aurelius A. Fell, O.F.M., Registrar
St. Bonaventure University, St. Bonaventure, Rev. Kevin Fox, O.F.M., Registrar
St. Francis College, Brooklyn, Margaret L. Connor, Registrar
St. John Fisher College, Rochester, Cathryn Zelda Lyons
St. John's University, Brooklyn, Frederick E. Kienle, Registrar
St. John's University, College of Pharmacy, Brooklyn, Agnes G. Tighe, Registrar
St. John's University, Graduate School, Brooklyn, Marion F. Muchow, Registrar
St. John's University, School of Commerce, Brooklyn, Marguerite L. Sullivan, Registrar
St. John's University, School of Law, Brooklyn, Marie Schluter, Registrar
St. John's University, Teachers College, Brooklyn, Ruth M. Himmelsbach, Registrar
St. John's University, University College, Brooklyn, Mary I. Mazeau, Registrar
St. Joseph's College for Women, Brooklyn, Sister Veneranda, Registrar
St. Lawrence University, Canton, Helen Whalen, Registrar; Director of Admissions
College of St. Rose, Albany, Sister Therese, Registrar
Sarah Lawrence College, Bronxville, Alice M. Bovard, Director of Admissions
Skidmore College, Saratoga Springs, Anna Ludington Hobbs, Registrar
State Teachers College, Brockport, Ella M. Orts, Registrar
State Teachers College, Fredonia, Alva M. Keen, Registrar

State Teachers College, Geneseo, Joseph W. Cole, Director of College Records
 State Teachers College, New Paltz, The Registrar
 State Teachers College, Oswego, Mrs. Mary D. Hennessey, Registrar
 State Teachers College, Plattsburg, Louise H. James, Registrar
 State Teachers College, Potsdam, Dorothy A. Hall, Registrar
 State University of New York, Harpur College, Endicott, Jack F. Kimball, Acting Registrar, Director of Evening Session; Aysel Searles, Jr., Admissions Counselor; Ralph G. Rishel, Director of Admissions
 State University of New York, Institute of Applied Arts and Sciences, White Plains, Robert H. Reynolds, Registrar
 State University of New York, Maritime College, Fort Schuyler, Arthur J. Spring, Dean of Students
 State University of New York, Medical Center at New York City, Brooklyn, The Registrar
 State University of New York, Upstate Medical Center, Syracuse, Davis G. Johnson, Assistant Dean for Student Personnel
 Syracuse University, Syracuse, K. J. Kennedy, Registrar
 Union College, Schenectady, Mrs. Charlotte M. Rapelje, Registrar
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 United States Military Academy, West Point, Robert T. Timbers, Registrar
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 Wagner Memorial Lutheran College, Staten Island, Marguerite Hess, Registrar
 Wells College, Aurora, Isobel Sterling, Recorder
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 Yeshiva University, Stern College for Women, New York, Dan Vogel, Registrar

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 Atlantic Christian College, Wilson, Bethany R. Joyner, Registrar
 Belmont Abbey College, Belmont, David J. Gorney
 Bennett College for Women, Greensboro, Willa B. Player, Registrar
 Brevard College, Brevard, J. Weldon Hall
 Charlotte College, Charlotte, Joyce Dunn, Registrar
 Chowan College, Murfreesboro, L. Robert Grogan, Registrar
 Davidson College, Davidson, Fred W. Hengeveld, Registrar
 Duke University, Durham, R. L. Tuthill, University Registrar
 Duke University, Divinity School, Durham, Helen M. Kendall, Recorder
 East Carolina College, Greenville, Orval L. Phillips, Registrar
 Elon College, Elon College, Hazel Walker, Registrar
 Flora MacDonald College, Red Springs, Hazel Morrison, Dean of Admissions and Registrar
 Greensboro College, Greensboro, Letha Brock, Registrar
 High Point College, High Point, N. P. Yarborough, Registrar
 Johnson C. Smith University, Charlotte, J. Arthur Twitty, Registrar
 Lees-McRae College, Banner Elk, Paul H. McEwen, Dean and Registrar
 Lenoir-Rhyne College, Hickory, Edwin L. Setzler, Registrar
 Livingstone College, Salisbury, Julia B. Duncan, Registrar
 Louisburg College, Louisburg, Jane M. York, Registrar
 Meredith College, Raleigh, Mrs. Vera Tart Marsh, Registrar

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North Carolina College at Durham, Durham, Frances M. Eagleson, Registrar
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University of North Carolina, Chapel Hill, Roy Armstrong, Director
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Pineland College, Salemburg, Don R. Womble, Registrar
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St. Augustine's College, Raleigh, David C. Virgo, Registrar
Salem College, Winston-Salem, Margaret L. Simpson, Registrar
Wake Forest College, Wake Forest, Grady S. Patterson, Registrar
Warren Wilson College, Swannanoa, Elizabeth G. Martin, Assistant Dean
Wilmington College, Wilmington, J. Marshall Crews, Registrar
Winston-Salem Teachers College, Winston-Salem, Frances R. Coble, Registrar

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North Dakota State School of Science, Wahpeton, W. M. Nordgaard, Registrar
University of North Dakota, Grand Forks, Ruby M. McKenzie, Registrar
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State Teachers College, Dickinson, Jacob R. Hehn, Registrar
State Teachers College, Mayville, J. Evert Scholton, Registrar
State Teachers College, Minot, O. L. Alm, Registrar
State Teachers College, Valley City, Adolph Soroos, Registrar

OHIO

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Cincinnati College of Pharmacy, Cincinnati, Arthur R. Weitkamp, Registrar
University of Cincinnati, Cincinnati, Kenneth Roy Varner, Registrar
Cleveland Bible College, Cleveland, Ora D. Lovell, Dean and Registrar
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 Notre Dame College, South Euclid, Sister Mary Aquinas
 Oberlin College, Oberlin, Edith Stanley, Registrar
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 Ohio Northern University, Ada, J. A. Woofert, Registrar
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 Ohio Wesleyan University, Delaware, Allan C. Ingraham, Associate Dean and Registrar
 Otterbein College, Westerville, Floyd J. Vance, Registrar
 Our Lady of Cincinnati College, Cincinnati, Sister Mary Martina, R.S.M., Registrar
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 St. John College, Cleveland, Joan E. Richards, Registrar
 College of St. Mary of the Springs, Columbus, Sister Marie Rosaire, O.P., Registrar
 Sinclair College, Dayton, C. C. Bussey, Director
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 University of Toledo, Toledo, Mrs. Alina Markowski, Registrar
 Ursuline College, Cleveland, Sister Grace, Registrar
 Western College, Oxford, Mrs. Marion Miller, Director of Admissions
 Western Reserve University, Cleveland, Edward T. Downer, Registrar; Hollace G. Roberts, Director of Admissions
 Wilberforce University, Wilberforce, F. A. McGinnis, Registrar
 Wilmington College, Wilmington, Sarah F. Castle, Registrar
 Wittenberg College, Springfield, The Registrar
 College of Wooster, Wooster, Arthur F. Southwick, Registrar
 Xavier University, Cincinnati, Raymond Fellingner, Registrar
 Youngstown College, Youngstown, P. P. Buchanan, Registrar

OKLAHOMA

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 Benedictine Heights College, Tulsa, The Registrar
 Bethany Nazarene College, Bethany, D. R. Danskin, Registrar

Cameron State Agricultural College, Lawton, Gordon L. Paine, Registrar
Central State College, Edmond, A. G. Hitchcock, Registrar
Conners State Agricultural College, Warner, Anna B. Catlin, Registrar
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Chief Clerk and Registrar
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Murray State School of Agriculture, Tishomingo, Dick W. Winn
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Northeastern State College, Tahlequah, Noble Bryan, Registrar
Northern Oklahoma Junior College, Tonkawa, The Registrar
Northwestern State College, Alva, Aurice Huguley, Registrar
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Registrar
Oklahoma Baptist University, Shawnee, L. E. Solomon, Registrar
Oklahoma City University, Oklahoma City, L. A. Jones, Registrar
Oklahoma College for Women, Chickasha, Sam Evans, Registrar
University of Oklahoma, Norman, John E. Fellows, Dean of Admissions and Records
Panhandle Agricultural and Mechanical College, Goodwell, E. Lee Nichols, Jr.,
Registrar
Phillips University, Enid, M. H. Ziegler, Registrar
Southeastern State College, Durant, Sam O. Pool, Registrar
Southwestern State College, Weatherford, Millie A. Thomas, Registrar
University of Tulsa, Tulsa, George V. Metzger, Registrar

OREGON

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Eastern Oregon College of Education, La Grande, Lyle H. Johnson, Registrar
George Fox College, Newberg, Mary C. Sutton, Registrar
Lewis and Clark College, Portland, William H. Norris, Registrar
Linfield College, McMinnville, E. A. Whitman, Registrar
Marylhurst College, Marylhurst, Sister Mary Agnetta, Registrar
Mount Angel Seminary, St. Benedict, Rev. Anselm Galvin, Registrar
Multnomah College, Portland, The Registrar
Oregon College of Education, Monmouth, R. E. Lieuallen, Registrar
Oregon State College, Corvallis, D. T. Ordeman, Registrar
University of Oregon, Eugene, Clifford L. Constance, Registrar
University of Oregon Dental School, Portland, The Registrar's Office
Pacific University, Forest Grove
University of Portland, Portland, Charles E. Lauer, Registrar
Reed College, Portland, Margaret A. Scott, Registrar
Southern Oregon College of Education, Ashland, Mabel W. Winston, Registrar
Willamette University, Salem, H.B. Jory, Registrar

PENNSYLVANIA

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Allegheny College, Meadville, The Registrar
Alliance College, Cambridge Springs, John A. Jadus, Registrar
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Director of Admissions

- Bryn Mawr College, Bryn Mawr, Mrs. Marian C. Anderson, Recorder
 Bucknell University, Lewisburg, George R. Faint, Registrar
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 Chairman of Admissions
 Cedar Crest College, Allentown, Elizabeth Mae Curtis, Registrar
 Chestnut Hill College, Philadelphia, Sister M. Clare Joseph, Registrar
 Crozer Theological Seminary, Chester, Lucile B. Knapp, Registrar
 Dickinson College, Carlisle, A. W. Climenhaga, Registrar; Benjamin D. James,
 Director of Admissions, Dean of Freshmen
 Dickinson School of Law, Carlisle, D. Fenton Adams, Acting Dean
 Drexel Institute, Philadelphia, Mrs. Helen J. Tavenner
 Dropsie College for Hebrew and Cognate Learning, Philadelphia, Sarai Zausmer,
 Registrar
 Duquesne University, Pittsburgh, Maurice J. Murphy, Registrar; Rev. S. J. Federici,
 C.S. Sp., Director of Admissions
 Eastern Baptist College, St. Davids, V. Jean Whittaker, Registrar
 Elizabethtown College, Elizabethtown, Henry G. Bucher, Dean
 Faith Theological Seminary, Philadelphia, Peter Stam, Jr., Dean and Registrar
 Franklin and Marshall College, Lancaster, Yvonne E. Gibbel, Recorder
 Gannon College, Erie, Rev. Robert Levis, Registrar
 Geneva College, Beaver Falls, Mrs. Lucille D. Henery, Registrar
 Gettysburg College, Gettysburg, Charles R. Wolfe, Registrar
 Grove City College, Grove City, Harold O. White, Registrar
 Gwynedd-Mercy Junior College, Gwynedd Valley, Sister M. John Aloyse, Registrar
 The Hahnemann Medical College and Hospital of Philadelphia, Philadelphia, Joseph
 S. Hepburn, Registrar
 Hershey Junior College, Hershey, V. H. Fenstermacher, Dean
 Immaculata College, Immaculata, Sister Margaret Mary, Registrar
 The Jefferson Medical College of Philadelphia, Philadelphia, George A. Bennett,
 M.D., Dean
 Juniata College, Huntingdon, A. William Engel, Jr., Registrar
 Keystone Junior College, La Plume, The Registrar
 King's College, Wilkes-Barre, The Registrar
 La Salle College, Philadelphia, Brother G. Joseph, Registrar
 Lebanon Valley College, Annville, Gladys Fencil, Registrar
 Lehigh University, Bethlehem, The Registrar
 Lincoln University, Lincoln University, Paul Kuehner, Registrar
 Lycoming College, Williamsport, G. H. Gramley, Director of Admissions
 Marywood College, Scranton, Sister M. Margrete, Registrar
 Mercyhurst College, Erie, Sister M. Francesca, Registrar
 Messiah College, Grantham, C. O. Wittlinger, Registrar and Admissions Officer
 College Misericordia, Dallas, Sister Mary Rosaire, Registrar
 Moravian College and Theological Seminary, Bethlehem, Samuel R. Kilpatrick,
 Registrar
 Moravian College for Women, Bethlehem, Mrs. Josephine C. Curtis, Academic Dean
 for Women
 Mount Mercy College, Pittsburgh, Sister M. Madeleine Sophie, Registrar
 Muhlenberg College, Allentown, George A. Frounfelker, Director, Records, Place-
 ment, and Counseling
 The Academy of the New Church, Bryn Athyn, Charles S. Cole, Jr., Director of
 Admissions
 Penn Hall Junior College, Chambersburg, Office of the Dean

- Pennsylvania College for Women, Pittsburgh, Phyllis Uphill, Registrar and Assistant Dean
- Pennsylvania Military College, Chester, Clarence R. Moll, Dean of Admissions and Student Personnel
- Pennsylvania State College of Optometry, Philadelphia, Robert Spreat, Registrar
- Pennsylvania State University, State College, C. O. Williams, Dean of Admissions and Registrar
- University of Pennsylvania, Philadelphia, James A. Newpher, Registrar; Arthur R. Owens, Assistant Registrar
- Philadelphia Bible Institute, Philadelphia, Rev. Clair M. Hitz, Registrar
- Philadelphia College of Osteopathy, Philadelphia, Thomas M. Rowland, Jr., Director of Admissions
- Philadelphia College of Pharmacy and Science, Philadelphia, John E. Kramer, Registrar
- Philadelphia Museum School of Art, Philadelphia, E. Bruce Thomas, Director of Admissions
- Philadelphia Textile Institute, Philadelphia, Donald B. Partridge, Director of Admissions and Placement; Paul J. Gebert, Registrar
- University of Pittsburgh, Pittsburgh, J. G. Quick, Registrar; Endicott Batchelder, Assistant University Registrar
- The Pittsburgh Xenia Theological Seminary, Pittsburgh, Evelyn Fulton, Registrar
- Rosemont College, Rosemont, Mother Mary St. Stephen, Registrar
- St. Fidelis College and Seminary, Herman, Butler County, Rev. Daniel R. Conway, O.F.M.Cap., Registrar
- St. Francis College, Loretto, Father Gabriel, Dean
- Saint Joseph's College, Philadelphia, Michael P. Boland, Registrar
- St. Vincent College, Latrobe, Jude L. Coughlin, Registrar
- University of Scranton, Scranton, Frank J. O'Hara, Registrar
- Seton Hill College, Greensburg, Sister Rose Irene Boggs, Registrar
- State Teachers College, California, Lillian Piribek, Registrar
- State Teachers College, Indiana, Mary L. Esch, Registrar
- State Teachers College, West Chester, B. Paul Ross, Registrar
- Susquehanna University, Selinsgrove, Mrs. Sara B. Stevens
- Swarthmore College, Swarthmore, John M. Moore, Registrar
- Temple University, Philadelphia, John M. Rhoads, Registrar
- Thiel College, Greenville, H. G. Gebert, Registrar
- Ursinus College, Collegeville, William S. Pettit, Registrar; Geoffrey Dolman, Assistant Registrar
- Villa Maria College, Erie, The Registrar
- Villanova University, Villanova, Rev. Thomas A. Burke, O.S.A., Registrar
- Washington and Jefferson College, Washington, Ralph W. Thomas, Dean of the College; Frederick Frank, Secretary of Admissions
- Waynesburg College, Waynesburg, M. K. Talpas, Registrar
- Westminster College, New Wilmington, Isabel Ramsey, Recorder
- Wilkes College, Wilkes-Barre, John P. Whitby, Registrar
- Wilson College, Chambersburg, Janet Jacobs, Registrar; Mrs. Paul Leitch, Director of Admissions
- York Junior College, York, Charles E. Rollins, Dean

RHODE ISLAND

- Brown University, Providence, Milton E. Noble, Recorder; Emery R. Walker, Dean of Admissions

Brown University, Pembroke College, Providence, Dorothy S. Horton, Recorder
 Bryant College, Providence, E. Gardner Jacobs, Vice-President
 Providence-Barrington Bible College, Providence, George H. Cramer, Registrar
 Providence College, Providence, Daniel M. Galliher, Registrar
 Rhode Island College of Education, Providence, W. Christina Carlson, Registrar
 Rhode Island School of Design, Providence, George L. Bradley, Registrar
 University of Rhode Island, Kingston, John C. Weldin, Registrar; James W. Eastwood, Director of Admissions
 Salve Regina College, Newport, Sister Mary Martina, R.S.M.

SOUTH CAROLINA

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 Anderson College, Anderson, Margaret Garrett, Registrar
 Bob Jones University, Greenville, Roy I. Mumme, Registrar
 The Citadel, Charleston, Col. J. W. Duckett, Registrar
 Clemson Agricultural College, Clemson College, K. N. Vickery, Registrar
 Columbia Bible College, Columbia, Kathryn L. Warren, Registrar
 Columbia College, Columbia, Mrs. Ruth H. Lightsey, Registrar
 Converse College, Spartanburg, Louisa Trawick, Registrar
 Erskine College, Due West, Robert C. Brownlee, Business Manager and Registrar
 Furman University, Greenville, C. L. Rasor, Registrar
 Furman University, Woman's College, Greenville, Eula Barton, Registrar
 Lander College, Greenwood, The Registrar
 Limestone College, Gaffney, Miriam A. Thompson, Registrar
 Morris College, Sumter, C. R. Mitchell, Registrar
 Newberry College, Newberry, James C. Abrams, Registrar
 Presbyterian College, Clinton, G. E. Campbell, Registrar
 South Carolina State Agricultural and Mechanical College, Orangeburg, J. D. McGhee, Registrar
 University of South Carolina, Columbia, Henry O. Strohecker, Registrar
 Wesleyan Methodist College, Central, E. Harold Shigley, Dean of Administration and Registrar
 Winthrop College, Rock Hill, John G. Kelly, Registrar
 Wofford College, Spartanburg, S. F. Logan, Registrar

SOUTH DAKOTA

Augustana College, Sioux Falls, I. B. Hauge, Registrar
 Black Hills Teachers College, Spearfish, J. B. Smith, Registrar
 Dakota Wesleyan University, Mitchell, J. J. Knox, Registrar and Dean
 General Beadle State Teachers College, Madison, P. E. Tyrell, Registrar
 Huron College, Huron, Noble C. Gantvoort, Registrar
 Northern State Teachers College, Aberdeen, Maurice W. Manbeck, Director of Admissions and Student Personnel
 Sioux Falls College, Sioux Falls, R. R. Jeschke, Dean
 South Dakota School of Mines and Technology, Rapid City, Robert H. Moore, Registrar
 South Dakota State College, Brookings, D. B. Doner, Registrar
 University of South Dakota, Vermillion, H. W. Frankenfield, Registrar
 Southern State Teachers College, Springfield, M. E. Burgi, Registrar
 Yankton College, Yankton, Adolph Schock, Registrar

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David Lipscomb College, Nashville, Ralph R. Bryant, Registrar
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Lane College, Jackson, George L. Thacker, Registrar
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Le Moyne College, Memphis, Margaret Bush, Registrar
Lincoln Memorial University, Harrogate, Hugh T. Ramsey, Registrar
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Maryville College, Maryville, Viola M. Lightfoot, Assistant to the Dean of Students
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Memphis State College, Memphis, R. P. Clark, Registrar
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Milligan College, Milligan College, Lois Hale, Registrar
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Scarritt College for Christian Workers, Nashville, The Registrar
Siena College, Memphis, Sister M. Jamesetta, Registrar
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Southern College of Optometry, Memphis, E. B. Vaughn, Registrar
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Tennessee Polytechnic Institute, Cookeville, Austin W. Smith, Registrar
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Trevecca Nazarene College, Nashville, Amy L. Person, Registrar
Tusculum College, Greeneville, Henry B. Refo, Registrar
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Vanderbilt University, Nashville, James L. Buford, Registrar
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TEXAS

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Agricultural and Mechanical College of Texas, College Station, Office of the
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- Baylor University, Waco, Alton B. Lee, Registrar
 Bishop College, Marshall, J. D. Hurd, Registrar
 University of Corpus Christi, University Heights, Corpus Christi, A. H. Wilcox,
 Registrar and Director of Admissions
 Decatur Baptist College, Decatur, Ray H. Watkins, Registrar
 East Texas Baptist College, Marshall, S. E. Smith, Registrar
 East Texas State Teachers College, Commerce, John S. Windell, Registrar
 Frank Phillips College, Borger, J. W. Dillard, Dean and Registrar
 Hardin-Simmons University, Abilene, Freeman H. Bates, Registrar
 Howard County Junior College, Big Spring, Bernard M. Keese, Dean and Registrar,
 and General Admission Officer
 Howard Payne College, Brownwood, The Registrar
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 Registrar, Downtown School
 Huston-Tillotson College, Austin, J. L. McNealy, Dean and Registrar
 Incarnate Word College, San Antonio, Sister M. Antoninus, Registrar
 Jarvis Christian College, Hawkins, Mrs. V. Carney-Waddleton, Registrar
 Lamar State College of Technology, Beaumont, Celeste Kitchen, Registrar
 Le Tourneau Technical Institute, Longview, Conrad Vernon, Dean and Registrar
 McMurry College, Abilene, Jerome Vannoy, Registrar
 Mary Allen College, Crockett, Mrs. B. Smith, Registrar
 Mary Harden-Baylor College, Belton, Alta Bell Kemp, Registrar
 Midwestern University, Wichita Falls, Mrs. J. H. Jameson, Registrar
 North Texas State College, Denton, Alex Dickie, Registrar
 Odessa College, Odessa, Jack Rodgers, Dean and Registrar
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 Pan American College, Edinburg, H. H. Gauding, Registrar
 Prairie View Agricultural and Mechanical College, Prairie View, L. C. McMillan,
 Acting Registrar
 The Rice Institute, Houston, J. D. Thomas, Acting Registrar
 St. Edward's University, Austin, The Registrar
 St. Mary's University of San Antonio, San Antonio, Rev. Thomas J. Treadaway,
 Registrar
 University of St. Thomas, Houston, Rev. John D. Sheehy, C.S.B., Registrar
 Sacred Heart Dominican College, Houston, Sister N. Gerard, O.P., Registrar
 Sam Houston State Teachers College, Huntsville, Reed Lindsey, Registrar
 San Angelo College, San Angelo, Burl M. Abel, Dean and Registrar; Floyd D. Bose
 San Antonio College, San Antonio, Glynda B. Brown, Registrar
 South Texas College, Houston, Mrs. Harry Hutchens, Registrar
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